DOCUMENT RESUME

ED 180 677 RC 011 599

AUTHOR Jess, James D., Ed.
TITLE Rural Education on the Move. People United for Rural Education Conference Report 1979.
INSTITUTION People United for Rural Education, Alden, Iowa.
PUB DATE 1 Feb 79
NOTE 47p.: Proceedings of the People United for Rural Education Conference (2nd, Des Moines, Iowa, February 1-2, 1979)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Involvement: Conference Reports: Consolidated Schools: Educational Administration: *Educational Finance: Educational Philosophy: *Educational Planning: *Educational Problems: Futures (of Society): Problem Solving: Quality of Life: Rural Development: *Rural Education: *Rural Schools: Rural School Systems: School Budget Elections: School Community Cooperation: School Community Relationship: School Demography: *Small Schools: Speeches: Teacher Education

ABSTRACT

The problems, challenges, and opportunities of rural education are the focus of the fourteen speeches and nine workshops presented at the second annual conference on rural education, held February 1-2, 1979, in Des Moines, Iowa. Conference proceedings are presented in this newsletter in transcript or summary form. Speeches cover the topics of rural contributions to society, public attitudes toward rural education, the rationale for preserving rural schools, and the growing interest in research on rural education and small schools. The goals of Iowa's Rural ACTION Programs are outlined, and the rural studies curriculum being developed at Southwest State University, Minnesota, is described. Workshop presentations emphasize administrative strategies for solving the problems faced by small schools: effective budgeting, personnel and program sharing, bond issues, building programs, school volunteers, and the community-school relationship are discussed. Other workshop topics include Colorado State University's program to train teachers for rural schools and the Trempealeau County, Wisconsin, project to develop a multi-service telecommunication system to enhance th quality of rural life. (JH)

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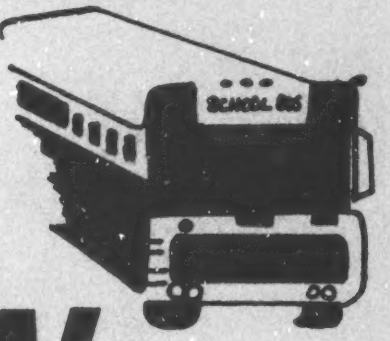
RURAL EDUCATION ON THE MOVE

PEOPLE UNITED FOR RURAL EDUCATION



CONFERENCE REPORT 1979

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Edited by
James D. Jess

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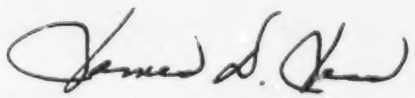
INTRODUCTION

On February 1-2, 1979, People United for Rural Education sponsored its second national rural education conference in Des Moines. The conference was attended by over three hundred legislators, educators, parents, and other concerned citizens for education. The states represented at the conference included: Iowa, Colorado, Illinois, New Hampshire, Minnesota, New Mexico, South Dakota, Wisconsin, Nebraska, New York, Oregon, Missouri, and Washington D.C.

This publication of the PURE NEWSLETTER is designed to give the reader a report of the proceedings of that meeting. The manuscripts and/or summaries of the presentations were contributed by the participants. P.U.R.E. wishes to thank the news media in Iowa for its excellent coverage of the conference on radio, T.V., and in newsprint. A special word of thanks is being given to Mueller Studios in Clarion, Iowa for furnishing a photographer and the pictures of the conference and Triangle School Service, Des Moines for furnishing the video tape equipment and technicians for recording the proceedings. Video tapes and additional copies of the convention report are available by writing the P.U.R.E. Headquarters, Box 41, Rural Route 3, Alden, Iowa 50006.



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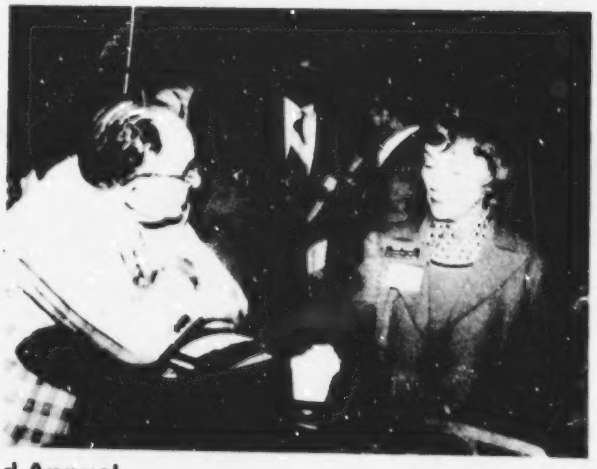

The Second Annual

People United for Rural Education

RURAL EDUCATION ON THE MOVE

February 1 - 2, 1979
Des Moines, Iowa

EVENING

FIRST GENERAL SESSION

WELCOME AND CONFERENCE OVERVIEW
2ND NATIONAL RURAL EDUCATION CONFERENCE
PEOPLE UNITED FOR RURAL EDUCATION

On behalf of the Conference Committee, the Board of Directors and the nearly 2,000 volunteers of People united for Rural Education, I am delighted to welcome you to the 2nd Annual National Rural Education Conference. Contrary to the popular belief in many parts of our country, small-scale rural education still exists and it's big business. In fact, it is probably the biggest business in most small rural communities.

In terms of being big in numbers, 42 percent of our nation's 15891 public school systems enroll fewer than 600 pupils and 27 percent enroll fewer than 300. Three thousand public school systems are operating Kindergarten through twelfth grade programs with fewer than 600 kids and over 1250 are doing so with fewer than 300 kids. Statistically speaking, there are more schools in the US with fewer than 600 students than there are school systems in any other size category. Also, there are twice as many K-12 school systems operating with fewer than 300 pupils than there are school systems with more than 10,000 students. Nearly all, if not all, of these smaller schools systems are located in rural America.

A growing number of states are beginning to recognize the special needs of their small rural schools. Twenty-five of our 50 states have already enacted laws which make some effort to correct the inherent differences in rural school costs. Unfortunately, Iowa is not among them, but we are working at it. Iowa ranks 15th among the 50 states in rural population. It ranks 14th in the number of public school systems and it ranks favorable with Arkansas, Colorado, Kansas, Missouri, Michigan, Minnesota, Nebraska, North Dakota, Oklahoma, Oregon, South Dakota, Texas, and Washington in terms of the number of small K-12 school districts that are operating in those states with fewer than 600 or 300 students.

Schools tend to reflect the society around them. The states just mentioned are among the many states that are heavily speckled with small towns that lie amid their open countrysides. Consequently, these states unlike states that are predominately urban are blessed with a large number of small K-12 rural schools. Each of their rural schools are unique in their own right, for they too, reflect the societies around them. The differences that exist in our nation's rural schools, today, are the result of traditions, geographical circumstances, political considerations and other local conditions. Although a large portion of our nation's local school systems have been eliminated since 1930, one fact remains true even today. Rural Americans respect and support small-scale community based education. If that were not true, voluntary reorganization throughout America would have been even more widespread than it has been. As Jonathan Sher pointed out to us last year, "Most of the consolidation that has occurred in our nation has been imposed on local communities by state pressures, either in the form of increased standards or financial restraints. It is something that has been done to local communities, rather that for them" The time has come in our nation's history when rural folk are saying, "What they now have left, they intend to keep." And, that includes their small-scale rural schools. And, there is good justification for wanting to do so. Among other things, in the latest issue of the KAPPAN, Phi Delta Kappa reported on the major findings reported by Gene V. Glass, after he made an exhaustive study of data on nearly 900,000 students. Dr. Glass is the co-director of the University of Colorado Laboratory of Educational Research. he found in this latest research that "As class size decreases, student achievement climbs, particularly when size goes below 20 pupils. Achievement differences become highly significant as the ratio approaches 1 to 1. Small class size has been one of the major arguments that has been used against saving the small rural school.

The Glass study is the first by a nationally recognized researcher to make unequivocal statements about the effects of class size on pupil achievement. The KAPPAN reported that his findings have enormous policy implications. They can and should be used as one of the many arguments in favor of preserving small-scale RURAL EDUCATION.

As states, and as a nation, we must begin thinking in educational terms of what is good "rurally", as well as what is good for our state and national systems in their entirety. Taking rural schools out of their local community environments and busing kids miles from home to a centralized facility is not going to make rural America go away. Nor should we as a state or nation want to rid our country of the valuable rural qualities and resources that have made significant contributions toward making our country great.

The National Conference of State Legislators in cooperation with the National Rural Center developed five Basic Guidelines for state legislatures regarding RURAL SCHOOL REFORM. They include:

1. The primacy of local circumstances must be respected.
2. The linkages between school and community must be expanded and the bonds between them strengthened.
3. The balance between outside regulation and local control must become more equitable.
4. Structural reforms and substantive reforms must be treated as separate and distinct issues.
5. Reform efforts must capitalize upon the strengths, as well as correct the deficiencies of rural schools.

At last year's conference, we took a critical look at small-scale rural education in terms of how it was YESTERDAY, how we experience it TODAY, and how we hope to find it TOMORROW on the state and national level. We learned about the problems of political neglect and educational apathy toward small schools in rural America. We discussed the strengths, as well as the weaknesses of rural schools and communities. We were shown examples of exemplary educational programs that are operating in several small rural communities. We listened to educators, parents, politicians, and organizational leaders discuss their ideas for improving the educational opportunities to rural youth. We were entertained by talented youngsters who are being educated in rural environments. But probably most important of all, at last year's conference we saw the formal barriers broken as we saw educators exchanging ideas with parents; school board members discussing concerns with legislators; and, representatives from organizations talking with officials from governmental agencies about their need to give greater attention to the concerns of rural America in an ever increasingly urban policy oriented society. The proceedings of the 1978 Conference have been distributed nationally, as well as internationally and they have received recognition as a positive effort toward the preservation and imporvement of rural education in America.

"RURAL EDUCATION ON THE MOVE" was approproately selected as the theme for this 1979 conference sponsored by the volunteers of People United for Rural Education. This conference marks our organization's second anniversary of working toward making an idea come true. A great deal has been explored, learned, and gained in regard to rural education issues during the past year. The movement of rural education has been a forward one and one that has been exciting and ongoing for those of us who have been actively pursuing it. The speakers and presenters at this year's conference represent a gathering of people whom we have come in contact with in our travels over the past year. They represent an exiciting group of knowledgeable and dedicated individuals who are working diligently toward educational improvement and community development in Rural America.

Members on our conference committee have heard many of them speak at various meetings and conferences that we have attended throughout the United States and we are sure that you will find their messages as exciting as we did.

As the conference was being planned, the committee's intention was to provide a program that would begin where last year's conference left off. A program that would not only start the wheels spinning again, but one that would also show the progress that has taken place since last February. The files of current information and literature on rural education research, program development and policy analysis seems to have doubled in the last twelve months. This has been the result of an increased awareness toward small-scale rural education issues, a renewed interest in dealing with those issues, and a growing involvement of people concerned enough to be willing to do something about the issues.

I and other members of the PURE organization are receiving an increasing number of calls, written communications, and invitations to meet people from throughout the United States and our neighboring foreign countries. These people, like us, share a common concern for rural kids, rural schools, and rural communities. We have welcomed many of them into the growing membership of People United for Rural Education. With others we have simply shared our ideas and information. It is surprising what a small world we live in and how similar the problems of rural communities and schools are throughout America and the rest of the world.

Again, I welcome you to our Second Annual National Conference on Rural Education. May your experience during the next two days move you on toward doing many more good things to help improve small-scale rural education in your local communities and in America. For those of you from out of state, you may now say, as the Englishmen who visited several of our rural Iowa communities last fall, that you, too, are now in "Mainstream America." As the Iowa boy, Chuck Offenburger, quoted in last Monday's Des Moines Register, "You can tell when you are small town Iowa when you have a private party and the whole town shows up."

Thank you for coming and welcome to PURE's second annual party. We hope that the fellowship and knowledge that you gain during these two days of meetings will provide a valuable and worthwhile experience for you. Thank you.

Claudia Jones
2nd Vice President

Dr. James Jess
Organization Advisor
Giving Overview

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Joyce Losure, Pres.

Gail Parks

LOOKING BACK TO SEE AHEAD

An Address to the 1979 Annual P.U.R.E. Conference

DR. GAIL ARMSTRONG PARKS
EDUCATION DIRECTOR
NATIONAL RURAL CENTER
WASHINGTON D.C.

May I bring you an Appalachian blessing, to which I will come back later in my talk, because I want to provide the words initially for exploring some important future steps for rural organizations. Here is my greeting to you today:

I wish you angelcake and bisuits,
Lofty hill and nested valleys,
Majestic visions and fulfilling work.

I believe I was invited here today to reflect with you in what American education in the past might have to suggest about American rural education in the future.

Let me begin by referring to you Thomas Jefferson, anagrarian and a democrat with a small "d" who once enjoyed some renown in my home state. That was in the days when we fought revolutions against people we considered external interventionists and when we were making noises about such things as independence, representative government, and the natural rights of a free people. And it was of course long before the time when 50.000001 percent of Virginians who voted--or a similar figure--chose the husband of an ex-movie queen for United States Senator.

As you probably recall, Thomas Jefferson was convinced that the vitality of a democracy depends upon two things. One is the existence of an enlightened citizenry. The other is participation OF an enlightened citizenry in the process of governance. Thus I believe that Tom Jefferson would understand and approve what is happening here today as a manifestation of citizen involvement in the affairs of government that affect people directly. He was one of the earlier advocates of grassroots government and one of the first Americans to spell out a scheme for universal public elementary education under the jurisdiction, I might add, of localities. That was in 1789, and this is 190 years later, so obviously things have changed.

Tom Jefferson was considered a bit of a radical in his day, particularly around 1776. George III of England and his government considered him *radically* anti-British and *radically* pro-American. The penalty for such a "traitorous" stance was death by hanging for those who were caught.

Jefferson avoided the noose but not the enmity of the Federalist Party in the new United States of America, whose members wanted what today we would call "more control from the top." Back in the 1870s, advocacy of centralized government was a "conservative" position. Today such advocates tend to be thought "liberal," states righters tend to be considered "conservative," and community-control people get labeled in all categories from reactionary to radical but are probably more often placed on the left end of the spectrum.

As a society we seem to be very confused about fundamental ideas. In our own time changes have occurred with such astonishing rapidity that it has not been easy to keep sight of fundamental principles; but any organization that wants to survive as a legitimate one needs, I believe, to be very aware of the possibilities for confusion.

I bring this to your attention in order to make a point. This organization belongs to a very respectable tradition within American political thought, and the future course of that direction can have important implications for other groups interested in greater participatory democracy. I believe, however, that it is better to be honest and acknowledge the potential for violating an equally important American ideal as we subscribe to the ideal of home rule for local communities. We do have certain national goals that must be honoured if we are to have truly participatory democracy and not a type of home rule that is limited to influential members of the community. A national goal is to protect and honour the civil rights of all people. It seems to me that efforts in local organizing must be ever cognizant of national civil rights goals.

I am intrigued by a change in the way we have come to think over the centuries. Now Jefferson certainly appeared to believe that all students should and could acquire basic literacy in reading and mathematics. Not just an elite sector, but everyone. He did not believe, however, that everyone was capable of college and university work, which in those days consisted of rigorous academic learning. In that regard he may have been an elitist, as some would argue. But he had an interesting perspective: that the vast majority of people are capable not only of basic linguistic and mathematical literacy, but also of understanding history well enough to govern themselves and to protect their freedoms.

By way of contrast, look at what characterizes much of the thinking in education today. Many people say that everyone or almost everyone should go on to postsecondary education (some say to college), but at the same time we do not make the assumption that everyone is capable of becoming literate.

Taking into account the enormous social changes reflected in this condition, and the fact that people of youthful age tend to be considered "superfluous" in the current labor market, one still has to ask if indeed we have come a long way in the sense of genuine progress.

I am now going to make a leap from 1789 to 1920. I choose that year to mention because the U.S. Bureau of the Census made an extremely significant declaration in 1920. The United States, the Bureau said, was no longer a predominantly rural country. By the latest Census count, more Americans lived in places designated "urban" (meaning 2,500 people or more) than lived in smaller places or the open countryside.

Even though almost half the population in 1920 were still classified "rural," that declaration by the Census, I submit, has a profound effect on the way we began seeing ourselves as a nation, a profound effect on the way advertisers and the media began telling us we should see ourselves, and a profound influence in later policies to ignore or allow exploitation of the countryside and the people who lived there.

As an example of exploitation, let me illustrate with the case of the rural people of West Virginia. Large parts of the state are owned by mining and lumber companies, who were literally allowed to buy up much of it. Moreover, the mineral rights to land owned by many persons were purchased by companies whose officials did not bother to inform sellers what loss of mineral rights means: that eventually a mining company will come in to strip mine your front yard and legally you will have no recourse. That is only one example. Perhaps the surprising thing is not that powerful people and powerful interests were willing to exploit the countryside and the rural people who lived there. The surprising thing, looking back on it, is that is happened with so little protest. There were indeed some pockets of resistence, but they were small and unorganized.

So it seems to me that one lesson rural people must keep in mind from the past is that united they stand, divided they fall. I just do not see how rural people can fight the battles for equitable treatment and same rural development unless they are willing and able to mobilize around common causes that are ethically and politically justifiable.

There are other things about the year 1920 that we need to be aware of. America had just ended its involvement in World War I, and that war had brought both prosperity and industrialization on a large scale. Cities like Pittsburgh, Cleveland, Detroit, Philadelphia, Baltimore, Boston, St. Louis, and Newark were characterized by industrial dominance and they were in need of workers for factories. Industry wanted something from the schools--an industrial workforce that would be trained in habits of docility and obedience and that would not, in other words, form militant unions.

It was during the decade of the twenties that America adopted the junior high school as a bridge between elementary and high school that would allow for sorting students into academic and vocational tracks, with most of them going into the latter. The junior high years were then conceived of as a time for students to make commitments to vocations and get started on training for those vocations--rather an early age to make such a significant decision.

To aid students in making these significant decisions, the guidance movement was initiated. It was thought that trained adults could help young students steer themselves in the right direction of lifetime work.

During the thirties, when the Great Depression came and factories closed in large numbers and high school students could not look forward to work after graduation, the direction of the guidance movement changed. It began to focus on "individual problems" and to emphasize counseling for social adjustment rather than career guidance. The term "life adjustment" was popular then, as well it needed to be. One needs a great deal of persuasion to adjust to unemployment.

In retrospect, it appears that policy changes in education do not seem characterized as much by a response to educational needs as by a response to national economic needs. Thus one must attend with a critical ear to arguments that consolication is really about a superior form of instruction. The same critical ear must hear the arguments of small schools advocates.

World War II brought renewed prosperity, provided employment in the armed forces, opened up new types of jobs, and got the country out of the Depression. Then came the Cold War, and a panic that the Russians would bet the better of us because of their elite corps of scientists and engineers. It was decided in the country's higher circles that *we* should have an elite corps also and that schools should change course one more time, concentrating on programs for the gifted and talented, particularly the scientifically gifted and talented.

At this time, those considered economically and educationally disadvantaged were left behind, unattended, or unnoticed.

I am going to pause for a moment with the Cold War, because that takes us into the 1950s, which was a significant decade for American's rural schools. But please remember what I said earlier: we were being taught to think of ourselves as an urban nation, we were led to expect that we would go on getting more and more urban, and the implication if not assertion was always there that urbanization means progress and rural means backwardness.

Neither our national policies nor our mass media has encouraged the presentation of an accurate picture of rural America, which includes among other features its great diversity. We need to begin putting together a systematic portrait of this diversity and to formulate therefore a definition of rurality as it exists today. We know that it has a unique quality; otherwise rural people would not fight so hard to live life on rural, rather than urban terms.

The point about the dominance of the urban idea is extremely important, because what was going on in rural schools between 1920 and 1950 was consolidation, although on a smaller scale than later. The reasons for school consolidation were linked to urban school developments, so I have had to discuss them in order to trace this movement through its various stages.

Urban schools in the 1920s and 1930s came under the influence of people who had been taught to think about producing parts for machines, and who reasoned that if you can produce machine parts more efficiently in large factories where workers have very specialized functions, you ought to be able to do the same thing with the education of human children.

So educators in the 1920s and later called upon efficiency experts and psychologists from industry. Urban schools were set up on the factory model and reflected aspects of the military model that were utilized in factories. This trend, incidentally, accompanied the "professionalization" of education that was aimed at putting control and decisions into the hands of "experts." There were hierarchies of authority, beginning with the superintendent, who was equivalent to the top executive or the general; filling the rank of foreman or lieutenant was the principal. Teachers were specialized factory hands, or sergeants, trained to carry out increasingly specialized functions under somebody else's directions, to obey without questioning orders, and to see that students did likewise. I leave it to your imagination to fill in the factory equivalent for a student.

Educators were working toward what David Tyack has called "the one best system" for everyone. The rural schools were pictured as pitiable, with non-professional local boards in control of education and an "unscientific" mode of operating.

The picture, apparently, was not entirely false. Rural schools were no mecca. Many buildings were unsafe, cold, and leaky. Some schools were staffed by unqualified teachers who could not get work elsewhere. Some school boards were tyrannical. Sometimes students were older and larger than teachers and would beat them up. But there were also rural schools that commanded the affection and respect of students, and local people did operate them. Most importantly, such reforms as were needed might have been better effected than by looking to the "urban" model for solutions.

In the 1950s James Conant's famous study of the high school appeared before the public. In that book, which was supported by government funds, Conant said that one cannot have an effective and efficient high school with fewer than 1,000 students. That appears to have set the stage for massive school consolidation between the late 1950s and 1970.

Experts and high-level education policy makers gained in influence during and immediately after the Cold War. It seemed that the course of education was set for the forseeable future. Then came the Civil Rights Movement, which began at the grassroots, and America began paying attention to minority groups and the poor. So once more there was a shift in educational policy because underserved people demanded it with such vehemence that those in power felt a potential threat to the social order.

Throughout all the educational equalization programs of the 1960s and 1970s, who has been left behind once more? To a considerable degree, rural schools have once again been victims of inequity, although the rural poor are among the poorest in the nation and even though one-third of the people living in this country are non-metropolitan.

A significant question arises here: Why have rural Americans allowed themselves to become so invisible that they have been last in line for education and related services? One reason must be that rural people did not know the essential question to ask: When new programs and policies are being put forward, who is going to benefit most? To suggest that rural people ask that question is not at all to advocate taking a "me first" stance. It is to suggest, rather, that people recognize past educational decisions as having been made on primarily non-educational grounds and that those who have benifitted are, among others, large universities, power brokers at the national level, and a number of special interest groups with only muted or peripheral concerns about the quality of education.

So the past suggests, I believe, the two things I have mentioned. (1) Rural people must organize for effective, cooperative action -- as PURE has done -- and (2) they must always pose the essential question of "who gains most by this proposed policy?"

There is a third "lesson," though, one that is necessarily more subtle because the problems we face as a nation today are more complex than they have ever been, and simply *harder* than they have been for about forty years. Before going to that, let me speak briefly of the present and the future. I have good news first, bad news second, and an observation third.

First, I believe that the urban-to-rural migration trend since 1970 has presented a unique opportunity to bring about a policy focus on rural communities and sparsely populated areas. From such indications as students of demography are able to garner, it appears that two interesting things characterize this trend. (A) Many of the new migrants are urban, suburban, and formal rural people who are going to the country because they prefer the rural way of life. I believe this can be seen as an "opportunity" because this country has tended to benefit whenever a new group has brought unique and different strengths to the nation, a state, or a locality. It means the mingling of groups and the sharing of insights and ideas. (B) According to Calvin Beal's analysis, it appears that the migration will continue at least through the 1980s.

The bad news consists of two very different problems. The first is that the cost of energy will inevitably reduce, in at least some dimensions, the scale of the lifestyle to which Americans have grown accustomed. We will be forced, in the future, to think about creative alternatives that don't cost as much and sharing resources.

The second is, ladies and gentlemen, that right now we simply do not have the information, especially for education, that rural people need; and, by and large, state and federal policy makers seem to be sitting still on this issue while a number of rural communities go through social agony. It is unbelievably hard for anyone to get funds for gathering systematic information on rural education. Of those with the power to act, no one of whom I know at the federal level is really taking responsibility in this area.

So organizations like PURE cannot in the next few years let up on their pressure for more accurate information than people have been giving out. And at the same time they can't reduce the pressure on themselves to recognize a hard situation for what it is.

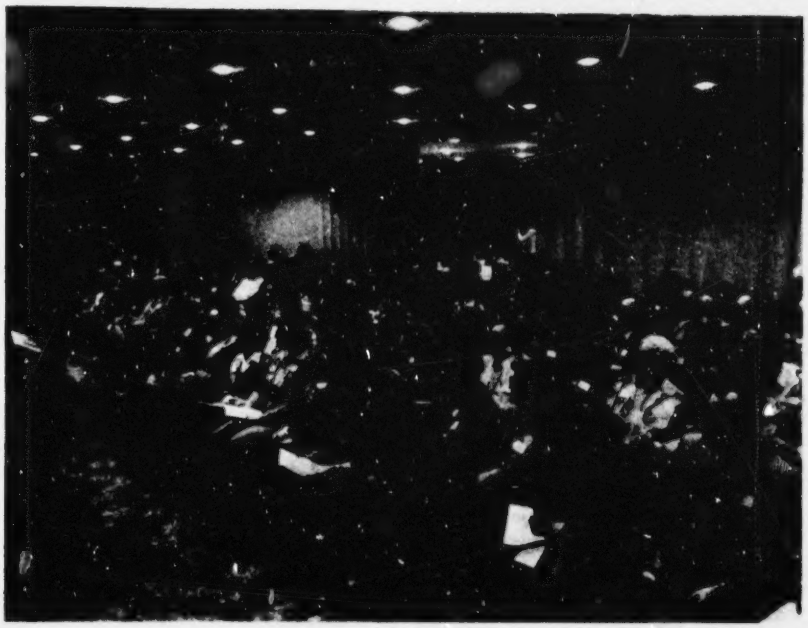
Let me conclude these remarks with a positive observation -- one that I think the farmers among you, in particular, may appreciate.

We have certainly come a long way from Jeffersonian and early American ideals, among them the belief that what matters is not what one takes from the world but what one contributes to it. That is the "production ethic" and I know that farmers understand it. But most people here today have grown up under an ethic of consumption because we have literally been taught all our lives -- by the media, by product advertisers and by national policies of unlimited growth -- that *we are what we buy*. Not by the content of our character have we been taught to value ourselves, not by the grandeur and integrity of our visions, but by what and how much we own.

I see an opportunity for us to reverse that. I believe that hard choices can be made a blessing in disguise if, while rural people unite, organize, and ask essential questions, they keep in mind a third lesson from history.

We need the best visions of the best people so that collectively rural Americans may help fashion a future in which they are no longer visible but in which they are leaders with ideas. The degree of rural Americans' success will be reflected in the kind of education they imaginatively, and with care and thought, provide for rural students.

It means, of course, more hard work for groups like PURE, whose efforts to date have provided one good model for rural citizen involvement. People like the original PURE organizers probably know all there is to know about hard work. So do farmers. And on this theme of visions and work, with which I want to end this talk, let me remind you of the Applachian blessing with which I began. To me it is a sort of shorthand for the ideals and opportunities of rural life at its best.



And let me in closing introduce you to a great country lady whom I quoted in Hyannis in October. I know that those of you who were present then have been waiting for Aunt Arie, who reminds me every time I read her words that there has never been anything better than the best of rural America, and that if hard times produce people like this, we need not unduly concern ourselves that some belt-tightening is in the future. Here's Aunt Arie at close to ninety:

It's a whole lot easier today. I've hoed corn many a day for a quarter. Many a day. An' we used t'pick huckleberries, me'n m'brother did, an' swap two gallons a'huckleberries fer one gallon a'syrup. Had t'do somethin' t'make a living. But we always had plenty t'eat. We always had plenty a'what we had. We didn't have no great stuff that cost a lot. We never did buy that. Well, we just didn't have nothin't'pay fer't, an' we always tried t'pay as we went. You know, if y'get goin' in debt, next thing y'know you can't pay it t'save yore life. I'm scared t'death a debts.

If I had plenty a'money, I'd put me in a short sink right here so I wouldn't have t'trot outdoors ever'time t'pour th' water out; but I guess I got just about what I'll have when I'm took away from here. Look like th'porch out there's gonna have t'be fixed; an' they want me t'sell th'place so bad. I've already been offered lots fer't an' I wouldn't take it. This land goes over'cross that mountain an' plumb on down on th' other side, an' th' gover'ment (government land) comes up there, an' they want that. I say I don't want'a sell it, an' they just looked up at me s'funny. Said, "What would I do with all that money?" You know, I don't care nothing much about money.

But I ain't like this pore old woman lives over here. She's afraid of a bear an' carries a' axe with her ever'time she comes over here. Tickles me. A little old hand axe. "What you goin' do wi' that?" She said, "Kill a bear." I've lived here eighty years an' never see'd a bear in my life. An' I'll tell you th' truth, I'm not bothered with one single thing in this world here. That groundhog's only thing in this world that bothers me. An' th'fox. They won't let me have a chicken. I had twenty hens an' two roosters, an' they catched th'last one of 'em. I wanted t'get s'more, an' Ulysses said they wadn't no use.

We made a good life here, but we put in lots a time. Man' an' many a night I've been workin' when two o'clock come in th' mornin'--cardin' n spinn' n' sewin'. They want me to sell an' move away from here, but I don't do it. It's just home--'at's all. I spent my happiest days here.

As we face a situation of declining resources and escalating costs for those that exist, it is possible that most of us in the near future may frantically seek out the Aunt Aries of America, who can teach us about self sufficiency. It is no wonder that those of us who often contemplate what it means to live on a finate planet, and like to believe that unbridled self-indulgence is already a suicidal policy with respect to finite resources.

So when I say to you that I wish you anglecake and biscuits you will understand that I am really wishing you the ideals of work and productivity represented by Aunt Arie as well as worthy visions. As the blessing says, "majestic visions and fulfilling work."

Thank you for this opportunity to be here and address you, and may your tables never lack for angelcake and bisuits.

THURSDAY LUNCHEON

I ENJOY BEING A COUNTRY GIRL

By: Beth Kuhlmann

A simple kind of life never did me no harm
Busy all day, workin on the farm,
Days are all filled with easy country charm --
Thank God I'm a COUNTRY GIRL.

Now I got somethin' that I want to say,
Besides feeding pigs and baling hay,
There's a time to laugh and time to play --
Thank God I'm a COUNTRY GIRL.

I have treasured these last seventeen years of living on a farm with my parents and two older brothers. Living in West Central Iowa, between two towns, Charter Oak and Ute, has given me the opportunity to enjoy the advantages of a small rural community.

Being a Country Girl isn't always easy and there are bad days as well as good. Since you can't eliminate the bad days, you might as well make the most of the good. Dad and my brothers have alot of work to do and sometimes an extra hand makes things a little bit easier, so guess who is to be the helping hand, me. Whether it's baling hay, helping with chores, moving pigs, or just plain watching the gate, i enjoy it.

After the work is done I sometimes am able to sneak off and take a hike up the river, to see a few animals scamper at the sound of me coming or to hear the fresh water slowly running over a fallen branch or group of rocks in the creek. There's just something close to Heaven about living on a farm. Life is a mixture of sunshine, rain, good and bad things, pleasures and pain. . . but, we know there is never a cloud the sun doesn't shine through.

Bright rays of sunshine have surely filled my life through 4-H. This is my ninth year as a member of the Merry Maidens and Charter Oak Boosters 4-H clubs. 4-H has broadened my vision in a variety of different ways. All the way from Rye Bread to making ESP rolls, from sewing to woodworking and from ratting calves tails to just plain showing calves at local, county, and state fairs and AK-SAR-BEN. These nine years have been packed with long-lasting memories and among the most cherished ones were those spent with old friends and making new ones.

One of the most exciting things that has ever happened to me took place last summer when I was chosen Queen at the Crawford County Fair. It was quite an exper ence to represent Crawford County at the State Fair Queen Contest at Des Moines. I have truly enjoyed my reign thus far because it has given me the chance to get to know so many interesting people.

As summer somes to a close it's time again for school to start. I am now rounding out my thirteen years of education in this small chapter of my life. This coming May will end my school days, and the memories made within the hall of COU will be left behind me and then on to college where I plan to major in elementary education.

In closing I'd like to share these thoughts with you . . . . .

Often your tasks will be many,
And more than you think you can do . . .
Often the road will be rugged
And the hills unsurmountable, too . . .
But always remember
the hills ahead
Are never as steep as they seem,
And with Faith in your heart
start upward
And climb til you reach your dream.

Marilyn Burdic
1st Vice President

Beth Kuhlmann
Miss Crawford County 1979

PRESERVING CHOICE IN MODERN SOCIETIES
Dr. Gordon Hoke, University of Illinois

BACKGROUND:

A noted economist recently examined issues presented by growing concern for the environment and then wrote the following words.

Social alternatives are not given. They must be created. Beyond choice, more fundamental and more distinctively human than choice, is the task of developing the alternatives between which we choose. The essential process is not of choosing but of learning, and the most important choice is in choosing what to learn.

Certainly, P.U.R.E. is a fine illustration of the requirements for creating one type of social alternative, for it has confronted all of the following challenges that are encountered in efforts to fashion "communities of solution."

SOME ESSENTIAL TASKS

1. It is essential that administrators and board members pay far more attention to civic matters and not reserve such efforts for episodes focussing on referenda. Education is only one facet of community life, of rural development. Not all residents participate in the activities common to formal schooling, yet all bear the costs of supporting it and all experience a need to learn and to take part in a growing range of civic matters.

2. Federal mandates, changing interpretations of due process, and other factors have drastically affected the processes and procedures guiding public school operations. Critics and advocates alike need to become better informed about the constraints on public schools in today's world.

3. The sense of bitter frustration engendered when complex state and federal regulations are imposed upon local jurisdictions can be seen as a logical outcome when planning and program development are separated from responsibility for implementation. Nonetheless, *a local system cannot be a closed system!* The profession, as well as the community, needs to come to grips with that issue.

4. Social change, even without the presence of sharp disagreements, fosters a need for explanations and mutual understanding which cannot be satisfactorily resolved by current forms of community action. The media, especially cable television, offers new avenues, but there is too much uncertainty, too much dormant suspicion, for their messages to win widespread acceptance. Communication in community settings, therefore, becomes an excercise in continuing education, an education broadly conceived and implemented.

5. Freedom in an urbanized society has been defined as the right to choose from among fully described options.[2] Granted this viewpoint, it appears the one choice numerous forms of local governance do not have is continuation of unexamined procedures and practices. Even wholehearted and enlightened cooperation may not stave off further consolidation and, eventually, dissolution of some existing units.

SUMMARY

We are just beginning to fashion social alternatives suitable for modern life. P.U.R.E. may well be a forerunner of the new "social machinery" required for preserving choice in complex societies. The need for such machinery is described below.[3]

The gap between what is scientifically known and what is actually practice in many communities is often great. This gap is frequently accounted for by such overly simple statements as 'people are that way,' 'that's human nature,' 'there are no leaders in our community,' and 'man is irrational.' Our thinking, on the contrary, is that the spotlight should be refocused from the individual and his irrationality to group processes and social machinery. Rational men working as individuals without social machinery cannot solve some kinds of community problems. Men as they are, with both rational and irrational tendencies, can achieve considerable success in problem solving if they have effective social machinery. This lack of social machinery to achieve the high potential inherent in contemporary community life is a basic structural weakness in communities throughout the United States and throughout the world.

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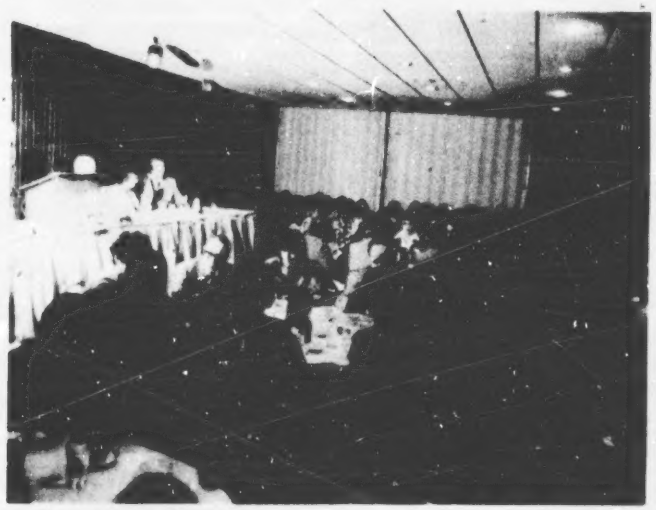
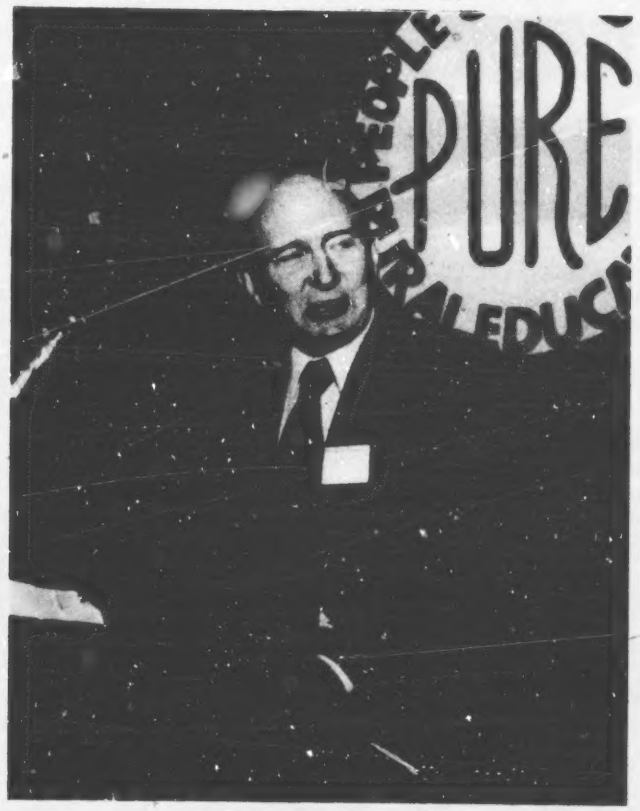


Thursday Luncheon



Gordon Hcke

SECOND GENERAL SESSION

PUBLIC ATTITUDES TOWARD RURAL EDUCATION

By: Leland J. Wise, jr., Ph. D.

Ladies and Gentlemen:

It is my pleasure to be able to share with you today the findings of a study that I recently completed on attitudes toward rural education in Iowa. This study was done as my doctoral dissertation at the University of Iowa and was completed in the summer of 1978.

My first contact with rural education came as a consultant with Northern Trails Area Education Agency in Clear Lake, Iowa, in 1975. Before this time I had always lived and attended school in a large urban area. As a consultant I worked with twenty-nine school districts of which twenty three were rural districts. It was through this experience that I became familiar with the status and situation of rural education in Iowa. During this time I also became acquainted with CAL Community School and Dr. James Jess.

There were two events during the winter and spring of 1977 that influenced me to do a study on rural education. The first event was a special legislative hearing on February 2, 1977 which allowed concerned citizens to voice their feelings and opinions on the subject of mandated school reorganization and/or consolidation. It was at this meeting that I fully became aware of the strong interest and concern that Iowans have for rural education and their schools. Secondly, the sudden and rapid growth of People United for Rural Education provided me with another example of the intense feelings that rural Iowans have for their schools. As a result of these two events I decided to do my study on the attitudes of people toward rural education in Iowa.

In my study I compared two sample groups of people: (a) members of People United for Rural Education, and (b) non-members of People United for Rural Education. The PURE subjects were randomly selected from PURE membership rolls; the non-PURE members were chosen from forty-five randomly selected public school districts of varying classifications in the state of Iowa. A questionnaire containing fifty items was completed and returned by five hundred ninety-five subjects in the study.

There were four basic topics covered in the study. The topics were: (I) What did people feel were the strengths of their school district?, (II) What did people feel were the most serious problems facing their school districts?, (III) What did people want their children to receive from their education?, and (IV) What were the feelings of people toward selected issues in education? The results of the study provided some interesting and supportive material concerning rural education in Iowa. I would like to discuss some of the more significant findings revealed in my study.

Monica Hudspith, Treasurer PURE

Lee Wise

In Section I of the survey concerning the perceived strengths of one's school district, there were three areas that were especially significant. The three areas were: (a) the low student/teacher ratio in class, (b) the opportunity for individual student recognition in school, and (c) the opportunity for personal involvement and participation in school. In each of these areas the results indicated a significantly higher percentage of PURE subjects who considered these areas to be strengths of their school than did non PURE subjects.

The results in section II pertaining to the most serious problems also revealed some interesting findings. A significantly higher percentage of PURE subjects indicated that the following areas were of greater concern to them than to non-PURE subjects: (a) the lack of local control, (b) the lack of representation of rural schools at the state level, (c) the reorganization and/or consolidation of small schools, (d) the legislative restraints placed upon local school districts, and (f) the limited budgets available for local school district use. It is interesting to note that over eighty percent of all subjects surveyed felt that declining enrollment was a very serious problem.

Both sample groups were in strong agreement as to the perceived educational needs of their children in section III. However, there was a significantly higher percentage of PURE subjects who believed that their children needed the opportunity to participate in leadership activities in school.

In section IV the results relating to selected issues in education provided the widest range of opinions between the two sample groups. The differences between the two groups were concerned with the degree of support of agreement or disagreement on all the issues except one. The PURE subjects disagreed sharply from the non-PURE subjects concerning the appropriateness of reogranization and/or consolidation of small schools in Iowa.

It would appear from the results of this study that the PURE subjects tend to be more supportive and positive toward their schools. The results would also seem to indicate that when an educational issue directly affects a segment of the populace, the people tend to take a much more definitive position toward the issue. I would also conclude that both groups are in strong support of many of the areas covered in this study. In many of the areas there is a considerable amount of indecision concerning the feelings people have toward some of the most crucial issues. I believe that the findings in this study support many of the same concerns, as identified in the review of related literature, that people involved with rural education have been confronted with during the past fifty years.

RURAL EDUCATION STUDY COMMITTEE OF IOWA ASSOCIATION OF SCHOOL BOARDS

Deane Gunderson, Rolfe, Iowa, Board Member

I'm here to report on the Iowa Association of School Boards' Rural Education Study Committee. I'm replacing Tom Yates of Holstein, Iowa, a past and present fighter for small schools.

Mr. Yates, at the 1976 Delegate Assembly of IASB promoted a resolution which in part stated;

That a special committee be formed by IASB to perform a two-year study regarding rural school districts. Such study should include enrollment, finance, curriculum, facilities, faculty and other appropriate matters. Data gathered in this study would be provided to local school districts for their use in long-range planning. Appointees shall be from school districts with less than 800 students K-12.

The maximum figure of 600 was first proposed by Mr. Yates, but this was amended on the floor of the Delegate Assembly to 800. To allay any fears that the committee was loaded to the high side of the permissible range, I will give you the sizes of the schools represented. They were 360, 382, 341, 338, 764, 527, 383, 505, 390, 404, 680, 206, 320, 467, 170, 505, and 441.

At the very outset I wish to state that the committee noted a number of strengths of rural schools, just as the PURE organization has found and is promoting. Some of these are:

More opportunity to participate in a variety of activities.
More opportunity to develop leadership skill.
More individual interest and help between teachers and pupils.
More satisfying personal relationships for students.
Stronger community involvement with the school.
A higher level of teacher satisfaction.
Higher attendance and fewer dropouts.
Test scores equal to or better than students in larger districts.
More stability among graduates, in terms of further education and employment.

The committee met four times, in April, June and September of 1977 and in February, 1978. A drafting committee met in June, 1978, to consider recommendations. The final report was made to the Delegate Assembly convening November 16, 1978.

The committee early declared themselves to be seeking alternatives, not directives nor mandates in coping with the effects of declining enrollment. They viewed reorganization as only one of the potential alternatives, and they undertook the task as a serious study of the other alternatives.

Committee members looked at the hard data on enrollment trends and school taxes. They heard from the Superintendent of Public Instruction and the State Comptroller. University professors who have made a special study of rural education came in to share their thoughts. Legislators who were sponsoring reorganization bills outlined their reasons. A school board member and a superintendent who lived through county-wide reorganization related their experiences. Board members from two districts which recently merged reported on that process. A letter came in from a "wallflower" district which couldn't negotiate a merger. An Area Education Agency administrator suggested ways to improve efficiency through cooperation. Merged area school officials described demonstration projects in cooperative programs in north central Iowa. A member of an AEA committee studying reorganization summarized their observations. A small school superintendent (Dr. Jess!) highlighted his doctoral study on quality of education. The committee reviewed the Great Plains study, and the Governor's Committee report of 1971, especially with regard to quality of education.

Committee members talked about their own course offerings, their shared teachers and their concerns. One explained how his district shares a superintendent with another district. They studied a statewide IASB survey of schools which now have joint programs or are sharing personnel, and the attitudes toward such approaches.

The committee discussed attitudes in their own communities, and the school's place in community life. They found their own viewpoint broadening, and perspective changing, as the study proceeded. They debated how to transmit this process to other school boards, and to the communities they serve. They brought in university experts who charted the way in which new ideas are adopted or rejected, and the factors which influence change or resist change in a community.

In stating the recommendations and conclusions I am first going to give you those recommendations requiring legislative and board action. They are (in condensed language):

1. That there be established within the State Department of Public Instruction a Rural Education Advisory Group, whose stated purpose would be to collect and share information about educationally sound and workable ways to maintain quality of instruction and suitable curriculum in rural school districts.

2. That funding for schools be modified to compensate fixed costs which persist as enrollment declines.

3. That the process for reorganization of school districts be modified so that existing districts need not reorganize as a unit, but may dissolve and regroup with various districts by mutual agreement.

4. We charge our fellow school board members, individually and collectively, to realistically look at the finished product going out of the school.

5. We urge our fellow school board members to become aware of and augment ways in which curriculum can be enriched and instruction enhanced through cooperative and joint agreements.

6. We urge our fellow school board members in each individual district to develop a five- or ten-year plan for meeting the problems of declining enrollment.

I will now give you the general conclusions which, I think, give a better insight into the thinking of the committee. Here again they are condensed.

We conclude that so long as a satisfactory quality of education program can be maintained, the smaller districts should be allowed to function.

We recognize the widespread and severe decline in school enrollment in Iowa, and the problems which accompany this decline.

We would like to see an attitude of innovation among adminstrators in small schools.

We view reorganization as one of the potential alternatives for school districts in which enrollment is declining.

We do not see merit in requiring reorganization on the basis of numbers of pupils, alone.

The initiative for reorganization should come from the communities and school districts which are affected.

Children should have the opportunity for education reasonably near their homes.

Public schools in Iowa need not be uniform to be equitable. Various communities across the state have unique needs and aspirations. Each individual student comes from unique circumstances and has a personal potential. There can be a number of different ways for a community school system to offer educational opportunities appropriate for its young people.

Smaller school districts need to be forceful in identifying services they desire from regional agencies.

Smaller school districts, operating under today's conditions, should not retreat to "the basics" in education, but should concentrate on offering all essential elements of a basic foundation of education for young people in the district.

Funding of schools in Iowa needs to be changed to recognize the fixed costs which continue despite declining enrollment, and to provide more options for maintaining adequate education programs in small districts.

There is strong need for a continuing resource file and consulting service for smaller rural districts.

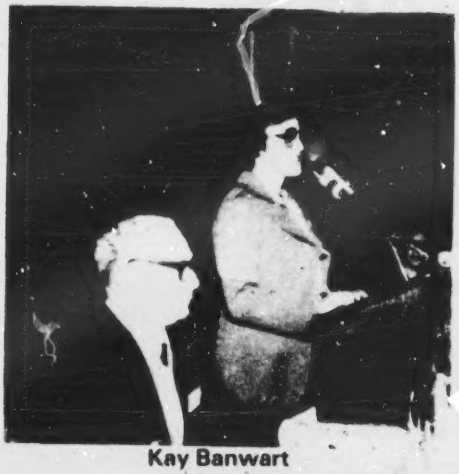
The board of directors of every small rural school district needs to take a thoughtful look at the direction of its educational program, and what steps may need to be taken to assure a suitable education for its young people. While we recognize that no one can see accurately down the road to the future, we are obligated to look down that road, exercise our best judgment and do responsible planning. At this time, especially, every school district needs a good ten-year plan, along the lines of Section 280.12.

By the way, 280.12 says the Board of Directors of each Public School District SHALL:

1. Determine major educational needs and rank them in priority order.
2. Develop long range plans to meet such needs.
3. Establish and implement continuously evaluated year by year short range and intermediate range plans to attain the desired levels of pupil achievement.
4. Maintain a record of progress under the plan.

And now I return to the text of the report which concludes with these words.

Education is an exciting thing. There are many things a rural district can do to keep it exciting, contemporary and sound. We need to be sure that we, as adults, through stubbornness or refusal to change, are not depriving our children of tomorrow.



Kay Banwart

Deane Gunderson
IASB Speaker

IOWA'S SMALL RURAL SCHOOLS: REJECTING THE INEVITABLE

By: Faith Dunne

By the year 2000, Iowa should have no more small rural schools. There is no excuse for them. Small schools have no economic justification - it is madness to maintain a 400-pupil school in Alden when there is a brand-new facility six miles away in Iowa Falls, built with lots of room for Alden students. Small schools have inadequate numbers of Carnegie units - they can barely offer the minimum required program, and run especially thin in opportunities for the college-bound or the serious vocational student. Small schools cannot prepare their students for the modern world - in fact, they can only prepare them to remain in a town which has no room for them. Such schools, in fact, are anachronisms - dinosaurs (the two-foot tall varitey), which lumber along, surviving on nostalgia and Iowa stubbornness, precariously holding off inevitable extinction. It would be a mercy to get rid of them.

Right? Absolutely - if you accept the set of assumptions which have guided rural school reform for the last hundred years. But let us examine these assumptions - their validity needs reassessment.

Assumption I: Equality means similarity. The "equal educational program" is the program which offers students the same opportunities in West Des Moines and in West Bend, regardless of the differences in circumstances.

ASSUMPTION II: Efficiency (measured in terms of unit cost) is an important measure of quality. A high school chemistry class with 25 students is, by definition, better than a class with 4, because the teacher's time is better invested. Similarly, since one principal can run a high school of 1,000 as well as a high school of 100, it is wasteful to maintain the smaller school.

ASSUMPTION III: Quality of program can be measured in terms of quantity. The more Carnegie units offered by a school, the better the program. A school with six 12th grade English offerings (say, Science Fiction, Novels of the Roaring Twenties, Sports Stories, Creative Writing, Monsters in Literature, and Advanced Placement English) is obviously better than the school which offers its seniors only plain old English 12.

ASSUMPTION IV: One prepares young people for an unknown future by thrusting them into an unfamiliar context so they can learn to cope. Large schools best prepare young rural people by making them deal with an increasingly impersonal world. They teach the young to deal with strangers, to compete, rather than cooperate, with their peers, and to be cautious in their relationships with authority figures, who are more likely to enforce standard rules than to deal with individual problems.

ASSUMPTION V: The state is the appropriate agency for making important decisions about the education of young people. Parents cannot be trusted with these decisions because they do not know how to assess what is genuinely important for their children. Too often, in fact, communities will choose tax savings over educational benefits for the young, if they are allowed to choose.

ASSUMPTION VI: The primary function of schooling is to provide young people with the maximum number of life choices among vocations, hobbies, sports, and friends. It is nice if a school is important to the life of the community (in fact, it is worth setting aside money to establish formal "Community Education" programs in districts so large that everybody no longer automatically turns out for the basketball game). But children need the large-scale and flexible programs that big schools offer far more than they need community involvement with their education.

You can readily see that these assumptions lead naturally to the conclusion that big schools are better than small ones, that there is no reason to maintain rural community schools. This is especially true in Iowa, which is, essentially, culturally homogeneous and geographically suited to easy bussing. It is clear that there should be no small rural schools in Iowa by the year 2000, or by the year 1980, for that matter.

It is clear, that is, unless you question the assumptions. Let us look at an alternative cluster of assumptions, not a fashionable set, but one which just happens to be the basis for rural community life.

ASSUMPTION I: Equal means not to be alike but to be equally suited to the particular needs of a particular community. If we accept this assumption then West Bend and West Des Moines ought to have vastly dissimilar schools, since the lives of their communities are vastly dissimilar. Further, we need not assume that West Bend is, therefore, a dreadful place (or at least an unfortunate one), it simply means that it is different, and its school must cater to different needs.

ASSUMPTION II: Efficiency means that the school provides the services needed by its students with minimal waste. Dollar savings, *per se,* are not the only significant consideration, any more than dollar savings are the only consideration when we train air force bomber pilots or micro-surgeons. The critical test of efficiency is: "Does it do the job stated for the least cost necessary in a particular context." Thus, a chemistry class of 4 in a rural school might be the most efficient way of delivering chemistry to that school. Class sharing or other cost-effective solutions should be explored. But "Efficiency" should not make it necessary to abandon chemistry, or the children who want to learn it, or the school they want to learn it in.

ASSUMPTION III: Quality of program can be measured by outcome, not numbers of offerings. If a community wants its children to learn basic skills at a high level, and if the children in those schools learn those skills at that high level, that school has a quality program. Whether or not those skills are achieved through many courses at each grade level or through one course, is not relevant. If the students know their stuff, they know their stuff.

ASSUMPTION IV: One prepares young people for an unknown future by arming them with a coherent set of values and a clear appreciation for the cooperation and interdependence, the sense of place and of belonging, which is the essence of rural community life. If they know what is good, they will know what to strive for, wherever they go. It is relatively easy for a young person who knows how to read and write and cipher well to succeed in this world. It is less easy for a person who has never known the joys (and limitations) of living in a real community to resist the enormous forces of depersonalization characteristic of modern society.

ASSUMPTION V: When the state begins to assume that it is more concerned about the future well-being of young people than are their parents, the state has gone too far. Parents will make mistakes. Some will train their children to believe things that many of us abhor. But most parents love their children, while the state cannot be said to love anyone (except, perhaps, itself). Therefore it is wiser to leave decisions which will directly affect the futures of individuals, in the hands of those who care most about those individuals: the parents and the communities whose future is determined by the lives of their young.

ASSUMPTION VI: Schools, in those areas where community life is still thriving, are the heart of that community life. It is critical that education teaches young people the information and skills they need to know if they are to deal successfully with the world. But it is equally important that schools be allowed to remain the intregating force in rural community life. It may not make economic sense for Alden to have a school when Iowa Falls is only six miles away. But it maked perfect *community*

sense for Alden to want to keep its civic life intact. Should West Bend High School trade in its Chili-Oyster Suppers and its own excellent drill team for a second set of language courses and some tennis courts? What did the children of New Providence learn when the men of the community brought their heavy equipment down one weekend and built them a baseball diamond? Would they have learned more if they had access to an Olympic-size swimming pool? More what? Questions such as these can only be answered by the communities themselves.

Communities themselves may not have the opportunity to answer them. Even now the pincers are closing and small schools are caught in their grip. It is no longer necessary, one legislator told me, to mandate reorganization to achieve consolidation. As long as state aid is parceled out on a per-pupil basis, he said, all we have to do is wait. Declining enrollments will soon enough squeeze the small schools to death.

I hate to see that happen. The two sets of assumptions bring up valid issues, hard questions, which need hard and thoughtful answers. But the communities which need to make these sound conclusions may not have time to consider carefully what they believe, nor to determine what their children should have. When the money gets tight enough, basic questions go by the board. And there are few communities which would not send their children away if the alternative is to sacrifice them at home.

Can you buy the time to consider the options, to come to clear and honest conclusions about what is right for each of your communities? I don't know. One legislator told me that PURE, for all its 1500 members, cannot do more than stop reorganization legislation. It cannot make the DPI take small-scale rural education seriously. It cannot make the Farm Bureau lend the power of its support to the cause of rural educational choice. It cannot shore up the fading will of communities whose school budgets have been wrung dry. I hope that man was wrong.

I hope so more fervently than I can say, because Iowa is important to more than Iowans. In most parts of the country there are people who want to enable rural communities to choose among educational options but they are frustrated by arguments which have nothing to do with smallness, nor with ruralness for that matter. In most parts of the country rural areas have been poor for so long that issues of poverty and oppression cloud the question of whether or not community-based education can work.

In Iowa, the small school exists in a relatively (if you will excuse the expression) pure form. Your children will have the same level of advantages that young people enjoy in the suburban schools which are the standards for our country. So, we can see clearly the virtues and limitations of Iowa's small schools against a standard of national excellence. To put it simply, the rest of the country looks to states like Iowa to show us what small rural schools can do.

Up to this moment, you have shown us well. Whether or not you will be able to continue to do so probably depends on the will of the people gathered here today. I can only say that I hope you can make it happen.

FAITH DUNNE

THIRD GENERAL SESSION
RESEARCH ON RURAL EDUCATION AND SMALL SCHOOLS
By: Everett D. Edington

The major purpose of research is to discover truth. To many people, the purpose of research is to prove a point, or to prove another person wrong. In rural education, the major purpose is to determine the most effective and efficient ways of educating our rural youth. In many cases, this may be something different than what we are doing. Let's don't be guilty of making those decisions before we actually know what the truth may be. The first step is to determine the goals and objectives of education in our rural schools and where and what we want to be doing. This makes it much easier to know what questions we should be seeking answers to.

Research related to rural education has been badly neglected. But what little has been done has often been to prove a particular point. The most quality research in rural education has come from the rural sociologists in agriculture experiment stations. There are indications, however, that research in rural education is becoming more important and being recognized by those policy makers for funding such research programs. The National Institute of Education has as one of their 1980 priorities, rural education. The U.S. Department of Agriculture has an office desk for education in rural America that is staffed by two very competent professional people. This past year, the American Education Research Association started a special interest group in rural education. Researchers are now becoming interested in looking at rural problems, and the people in rural education are becoming more interested and having more adequate answers to their problems. It takes this type of a team to get the answers which we need. It is extremely important that the grass roots people understand the need for adequate research. Their support is needed to identify the real problem and then to help in interpreting the results.

One of the major problems is breeching the gap between the researcher and the eventual user. This is the major reason that the Educational Resources Information Center, better known as ERIC, was established. The information is collected, indexed, abstracted, and made available in either micro-film or a copy to those persons seeking such information. ERIC CRESS is the Clearinghouse on rural education and small schools, and is located at the New Mexico State University in Las Cruces, New Mexico. It does, however, have national and international responsibilities and should serve rural people throughout the nation. Those people searching for information in rural education should contact the Clearinghouse. We will make an attempt to answer the questions which they may have. By far, the most efficient way to do this, is to search the ERIC system through the computer. There is a small charge for this information. Even without a computer search, however, the Clearinghouse will attempt to answer all letters and inquiries. One of the answers we do give is to try to guide a person to an ERIC collection which is nearest to them, where they can continue to get continued service and answers to their particular problems. Another program which ERIC has is that of information analysis, where there may be dozens of reaearch studies in one particular area. Where these are simplified and made available to the practitioner in one publication. These may be obtained through ERIC on a regular microfiche or a hard copy source. The heart of any data base, however, is its acquisitions program. ERIC is constantly searching for publications and documents that would be of value to other people in rural America. Members of PURE are asked to sent any search materials to ERIC/CRESS.

Bob Malloy

Everett Edington

DOING WHAT OTHER UNIVERSITIES ARE IGNORING
By Jon Wefald

Our goal at Southwest State University is to establish a comprehensive program for the study of rural Minnesota and rural America that will be fully integrated into the total academic and administrative structure of Southwest State University.

This program will enable Southwest State to better meet the needs of the people of southwestern Minnesota, rural Minnesota and rural America. This program will enable us to explore the problems and the promise of the countryside. This program will, moreover, help fulfill the original mission of Southwest State University by better serving the region as an educational, research, and cultural resource.

Today a person can major in urban studies in over 130 colleges and universities in America. There are really no fully integrated rural studies programs in any state university where you can actually major in rural studies -- even though rural America has over 70 million people comprising over 30 percent of the nation's population. No wonder that rural America has only 12 percent of the doctors and 18 percent of the nurses. No wonder that federal agencies repeatedly hand down decisions and proposed rules and regulations that would result in the closing down of too many rural post-offices, rural branch lines, rural hospitals, rural schools, and rural businesses. One of the reasons for rural America being short-changed too often by government and other institutions in America is that for the past 50 years we have been producing a great and impressive variety of urban specialists and experts -- in education, housing, transportation, poverty, medical care, etc. But few, if any, major universities have really been training rural specialists and experts in all these fields. As Senator Hubert Humphrey of Minnesota has said,

"The truth is that rural America, with the exception of a few of us who want to take up the burden, is forgotten. I mean most of the people in government come out of the . . great universities, they get a fine, good education, and by the time they are through with it, what they knew about rural America has been flushed out and they come back with an entirely different set of values and thinking."

As Southwest State University, we propose a Rural Studies program that will integrate scholarly research and teaching in such areas as:

- Rural Culture
- Rural Health Care
- Agri-business
- The Rural School System
- The Rural Family
- Rural Government and Administration
- Aging in the Rural Setting
- Appropriate Technology for the Rural World
- Technological Innovation and Economic Change in Rural Society
- Rural Art and Literature
- The Values, Virtues and Behavior of Rural Life
- Rural Political Behavior
- The Rural and Regional Cooperatives
- Ethnic Variations in Rural America
- The Future of Rural America
- Research and Development Programs for the Countryside

The time has come to develop a critical understanding of our rural values and rural institutions and what they mean to the future of America.

Jan Jess

Jon Wefald

BANQUET

"CHALLENGES FOR THE SMALL RURAL SCHOOL"
Dr. Robert Benton, Department of Public Instruction

Dr. Benton sees two general challenges to small rural schools. They are (1) to provide quality education under the present circumstances (in other words, how far can you stretch your dollars?), and (2) to respond to the declining enrollments (how are you going to respond to this?).

The Equalization Committee was organized to have a broad background of leaders from all aspects of education: legislators, administrators, school board representatives, etc. Two aspects of equity were studied: (1) the financial aspect, and (2) the program aspect. The financial aspect showed that Iowa has a great deal of equity financially--it ranks Number 3 or 4. The program aspect showed a deficit. This was the aspect which needs improvement, particularly the declining enrollment aspect.

Two assumptions were made at the beginning of the study of the Equalization Report. They were:

(1) nothing major would be changed in the next two years
(2) enrollments will decline in Iowa for the next five years

The declining enrollment is an important factor in budgeting. In facing this problem, the state must pump more money into educational systems. To provide more dollars to these systems, certain recommendations were made by the DPI. These recommendations were:

(1) school districts could use the best enrollment figure in the two previous years to figure their budget
(2) recompute the state costs--this would create a higher figure
(3) recommended that no change be made in the way transportation is funded
(4) a school of 300 students be allowed to go budget to budget
(5) the foundation level be increased from 80% to 90% with no change at the local
(6) as to the 6 7½¢ levy -- the local boards be allowed to levy this
(7) the enrichment levy -- it should be determined by a board of directors and should be made available to all districts.
(8) all schools should offer a comprehensive program to all students; it should be an in-depth program
(9) if legislators want to study more the alternatives, these recommendations were made:
    [a] return to the old county school system with one administrator per county
    [b] a county-like school system
    [c] a minimum enrollment approach with 325 students of 13 grades (25 students in each class)

The DPI recommends coop purchasing, sharing administrators, coop bus routes, and coop programs.

In conclusion, he stated that the challenge to small rural schools is how they are going to cope with the resources they have to provide an adequate program.

Karen Goodenow
Board Member DPI

Robert Benton
State Superintendent

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"RURAL CONTRIBUTIONS TO SOCIETY"
Lt. Governor Terry Branstad

Lt. Governor Branstad related these contributions to our society:

(1) rural America is the backbone of the nation

(2) rural America has sense of community (everyone helps everyone else--a strong togetherness among rural people)

(3) rural Americans still maintain the single family unit (the family farm; the farmer and his land; young people still want to return to the farm and begin farming)

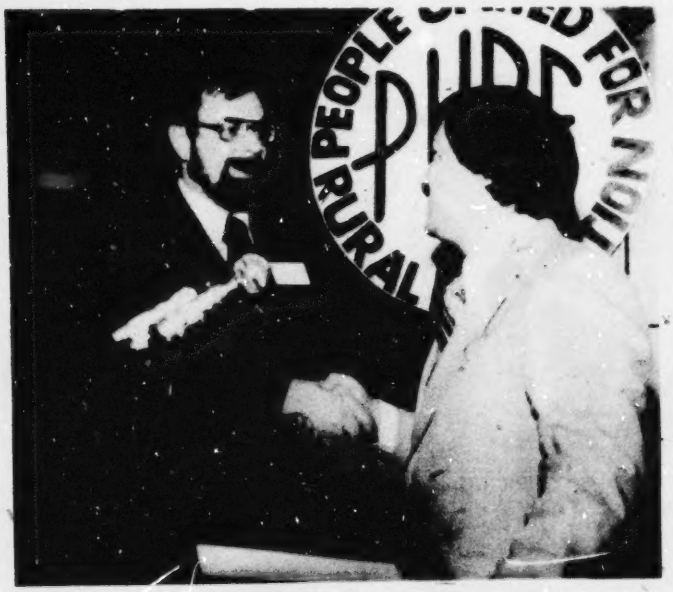
(4) rural Iowans have strong religious convictions; they have a strong faith, and this is an important part of American heritage

(5) rural Iowans have a sense of community; for example, the interest and the patriotism of people in rural areas is evidenced in the community betterment projects

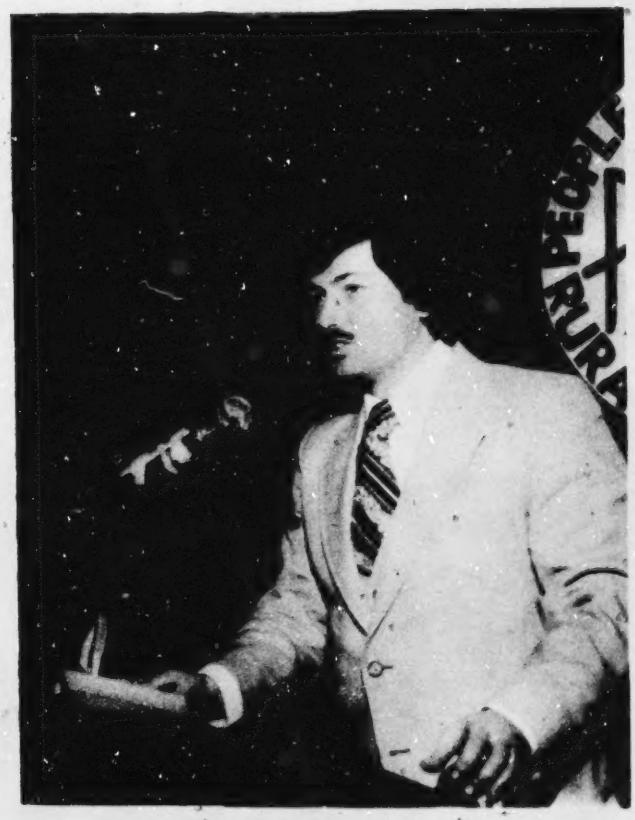
(6) rural Americans have a willingness to support the basic institutions in our nation; they are willing to accept responsibility

(7) rural Iowans show concern for their educational systems; they are tenacious, independent, and innovative

In conclusion, if rural Iowans set their goals, they can be reached.



Dr. Roger Baskerville



Lt. Governor Terry Branstad

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FOURTH GENERAL SESSION

NCVA ACTIVIST AWARD

THE CHANGING ROLE OF THE VOLUNTEER IN AMERICA

It is with pleasure I represent Anne King and NCVA discussing both the Activist Award you have received and the Changing Role of the Volunteer in America.

The criteria for selection of the award at the National Level includes:

1) Community need for Action
2) Concrete specific results and achievements which can be seen as a result of the group's activity
3) A substantial number of people involved in, and benefitting from the activity
4) Any unsual obstacles or circumstances the group had to overcome in providing their service
5) Any particularly innovative or creative aspects of the groups activities

You fulfilled a need in your community to maintain the integrity of your school systems and your rural values and lifestyles. You lobbied extensively and have changed legislation. Your increasing membership, public campaigns for rural education, and the numbers of persons served, of all ages, is impressive. You have helped to improve the quality of life for those in their communities and that is what the awards are about. Congratulations! You can be proud of your efforts and accomplishments.

Volunteering is not new but it has changed. As our country has changed so have our problems. There have been social and economic changes, population has increased, and government has become a powerful influence in our daily lives. As the tendency went from neighbors helping one another to helping through government; local involvement decreased. Now we are taking a second look as programs are not viewed economical nor as productive as we would like to see them. A current increase of magazine articles is suggesting people want to put a limit on the government and become more involved in solving community problems. In the middle to the "Me Decade" we are finding millions of citizens wanting to give of themselves to improve existing conditions. As volunteers they can. . .either by adding enrichment or providing necessities. Volunteers are resources. Human Resources.

No longer are we speaking only of the traditional volunteer. While traditional exists and deserves merit; our needs have expanded in numbers and types of problems. The availability of volunteers is reduced with the traditional volunteer returning to further her education and seeking employment. Consequently we are seeing a broader base of who volunteers. Men, children, college students and elderly are all volunteering. . .sharing a part of themselves which fits a specific need. This is not bad as with the expansion of who volunteers there has been a new awareness of existing social concerns. Unions and corporations are encouraging employees to become more involved with community needs even to the point of allowing work release time in some instances.

Motivation has changed as volunteers wish to be utilized for skills and expertise which they possess. A secure, well-trained staff is necessary to accept ideas and suggestions of creative volunteers. If this participating attitude or creativity of a volunteer is a threat to staff, the placement will fail.

Likewise, coordinators of services are not looking for just anyone to assume responsibility of the existing need. Today volunteers are interviewed, screened and placed as selectively as persons are for employment.

Expanded needs for involvement include persons in the areas of courts and corrections. Child abuse, basic management and homemaking skills are all areas where volunteer involvement is beneficial.

The role of the volunteer is changing. The volunteer is respected for what he or she knows and can share. The awareness of needs is expanding as is the kinds of persons volunteering.

Look at your own group and the variety of talents and know-how utilized to obtain your goals. The organizational skills, the research, planning, speaking abilities. . .all pulled together and directed toward one goal. This is the thrust, the change. An individual or group sees a need. . .then takes it upon themselves to meet that need.

Jane Zelinsky
PURE Board Member
Voluntary Action Center
Spirit Lake, Iowa

Wanda Skogerboe
Director of Iowa Great Lakes, Inc.

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IOWA RURAL ACTION PROGRAMS

Joel Weinstein described the ACTION programs which are operating in rural Iowa towns.

Institute of Cultural Affairs
Human Development Project
Lorimor, Iowa
VISTA Program
Volunteers: 5
Goal: Revitalize the business district through improving the grocery store, assisting in the start of 4 or 5 new businesses and begin renovation of the entire downtown area along a common theme.

RESPONSE Program
Council Bluffs, Iowa
VISTA Program
Volunteers: 5
Goal: Recruit 50 advocates from Pottawattami, Shelby and Harrison Counties to work on a one-to-one basis with 50 handicapped proteges from the three counties.

Legal Services Corporation of Iowa
Des Moines, Iowa
VISTA Program
Volunteers: 17
Goal: To create in 10 areas rural community groups which are organized around the issues of housing, welfare, domestic relations, senior citizen rights and consumer law. Program operates in approximately 15 rural Iowa counties.

REACH, Inc.
Remsen, Iowa
VISTA Program
Volunteers: 2
Goal: Increase awareness and knowledge for low-income, elderly and handicapped individuals in the 5 county area to cope with problems concerning Health/Nutrition, Energy/Weatherization and Fixed Income.

Sac & Fox Tribe of the Mississippi in Iowa
Tama, Iowa
VISTA Program
Volunteers: 2
Goal: To complete construction of twenty units of elderly housing and to provide training and assistance in the development and implementation of management techniques so that within two years, operation of the housing authority will satisfy H.U.D. requirements sufficiently for the tribe to qualify for additional housing.

Little Sioux Food Cooperative
Emmetsburg, Iowa 50536
VISTA Program
Volunteers: 2
Goal: To establish food coops in Buena Vista, Clay, Dickinson, Emmet, O'Brien, Osceola, and Pocahontas counties for low-income citizens.

People United for Rural Education
Alden, Iowa 50006
VISTA Program
Volunteers: 3
Goal: To organize PURE chapters in 36 rural communities to advocate local control of public education and prevent a population and economic decline in the rural areas.

FOSTER GRANDPARENTS PROGRAM (FGP) - for low income older citizens who use their time and talents to provide much needed love, care, and attention to disadvantaged youngsters.

Glenwood State Hospital/School
Glenwood, Iowa
Foster Grandparent Program
Volunteers: 85 grandparents serving 170 exceptional children
County: Mills

Woodward State Hospital/School
Woodward, Iowa
Foster Grandparent Program
Volunteers: 48 grandparents serving 98 exceptional children
County: Dallas

Rock Valley Rotary Club
Rock Valley, Iowa
Foster Grandparent Program
Volunteers: 42 grandparents serving 108 exceptional children
County: Sioux

North Iowa Area Community College
Project Site: Charles City, Iowa
Foster Grandparent Program
Volunteers: 40 grandparents serving 80 exceptional children
County: Floyd

SENIOR COMPANION PROGRAMS (SCP) - for low income older Americans who want to help other members of the community in need of companionship and assistance, especially the very old and infirm.

Hawkeye Institute of Technology
Waterloo, Iowa
Senior Companion Program
Volunteers: 71 companions
Counties of: Buchanan, Bremer, Butler, Grundy, Chickasaw and Black Hawk

RETIRED SENIOR VOLUNTEER PROGRAM (RSVP) - for anyone 60 and over who wants to use his or her experience and talents in useful service to others in the community.

4-County Benevolent Non-Profit Association
Belle Plaine, Iowa
Volunteers: 275
Counties: Benton, Tama, Poweshiek and Iowa

Region XII Council of Governments
Carroll, Iowa
Volunteers: 175
Counties: Carroll, Audubon, Crawford, Guthrie, Greene and Sac

Chariton Rotary Club
Chariton, Iowa
Volunteers: 150
County: Lucas

Winneshiek County Crosslines
Decorah, Iowa
Volunteers: 220
County: Winneshiek

Story County Senior Citizens, Inc.
Story City, Iowa
Volunteers: 379
County: Story

Mahaska County Y Community Center
Oskaloosa, Iowa
Volunteers: 10
County: Mahaska

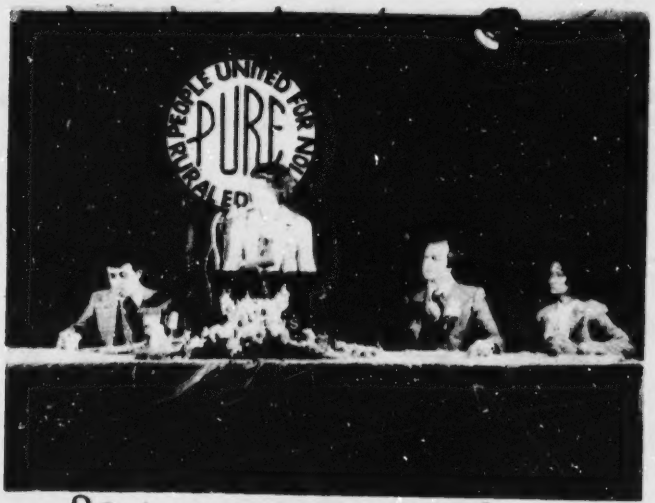
Knoxville Department of Recreation
Knoxville, Iowa
Volunteers: 9
County: Marion

Project Concern
Dubuque, Iowa
Volunteers: 651
Counties: Dubuque, Delaware, and Jackson

Senior Citizens, Inc.
Webster City, Iowa
Volunteers: 129
County: Hamilton

Iowa Lakes Community College
Spencer, Iowa
Volunteers: 130
Counties: Clay, Spencer, Emmet, and Palo Alto

Joel Weinstein
Iowa Director ACTION



26 Fourth General Session

FRIDAY LUNCHEON – CLOSING SESSION

"WHAT'S AHEAD FOR RURAL SCHOOLS?"
Iowa Legislators

DEL STROMER
He favors broadening the programs for in-service training, programs for the talented and gifted, etc.
He sees that sharing between shcools is an alternative to reorganization.
He supports more interest in the DPI in rural education.
He sees AEAs as good tools for sharing programs and itinerate teachers such as foreign language teachers.
He says that there needs to be a different figure for allowable growth. Last year the figure was 9.422 and this year it is 9.844; this is within the limits set by President Carter.
He favors taking transportation out, and he said that there are several options for doing this. This, he said, would benefit those schools with high transportation costs.
He stated that everyone should look carefully at all the alternatives other than reorganization.

SENATOR HANSEN
He said that the Senate Education Committee is evenly divided as far as representation from rural and urban areas is concerned.
He said the AEA concept was originally conceived as an auxiliary service to special education and as an accommodation to the needs of small schools. He said the amendments added literally eliminated the original concept.
PURE is a good group for voluntarism; it bound a large number of people who carried out resolutions.
He stated that PURE made good gains in the legislature recently--sharing programs, etc.
He stated that, as a legislator, he realizes that fixed costs are going to be high, and he hopes to find some solution and relief.
He said he hopes the legislature will provide incentives for joint programs, sharing teachers, coop busing, etc.
He said he hopes the legislature will provide a greater effort to expand the area of technical education.
Sen. Hansen says the legislature will take a look at the problem of snow days.
His advice was to continue to involve parents and community in the PURE organization.
The best solutions, he stated, come from the people.

SENATOR HUTCHINS
He stated that he made the suggestion at an interim committee meeting that some incentive for sharing programs and students on a regular basis should be given to schools who do so. The joint programs appear to be healthy so far. By sharing programs, a better teacher-pupil ratio is obtained and increased course offerings are also available as a result.
He would suggest a 1.1 weighting for shared services.
He stated that all of the current problems boil down to the question of money.
He advised the PURE group to keep up the good work.

B. J. CLARK, MODERATOR
She stated that each voice is very important to legislators; each PURE member should keep input to legislators. Write to them what you're thinking, what you're feeling, etc.
She praised the work of the PURE organization.

Dr. Bob Eastman - Supt. Burt

Congressman Charles Grassley

CLINIC A
WAYS SMALL SCHOOLS CAN STRETCH THEIR BUDGETS AND MEET STATE STANDARDS

Darrell G. DeBoom
Supt. Fonda Community School

Small schools can best stretch their budgets and meet state standards by participating in co-operative programs with neighboring schools. Community colleges can furnish much guidance in this matter.

ICCC college in Fort Dodge has helped a number of schools in Area V do just this. In 1970-71 an engine mechanics class and health aid class was started in cooperation with 12 local high schools. This program has grown to six or seven offerings. The college furnished the building and equipment and the local schools pay the instructor's salary through tuition per student.

The ICCC college also helps local schools participate in Federal programs. The Experience Based Career Education program was one of these. Students spend from 3-13 weeks at a work site of their choosing. A student will find out if the work fits his interest.

The league of schools are attempting to set up a Voc-Ag program for the group of schools. The ICCC college is helping with the paper work, guidance and etc.

These programs save money for the local school because they help meet state standards of vocational education without each school having to set up all the programs on the local level.

The purpose of the programs are:

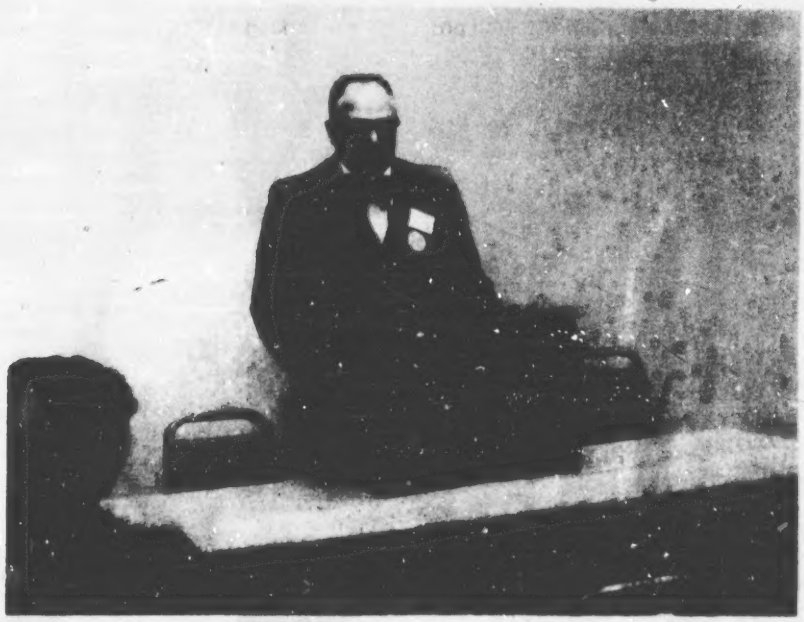
(1) Meet standards of vocational course offerings

(2) Students gain experience to help them decide to continue on a post high school program or to decide they wish to study something else.

Another way to stretch dollars is to cooperate with a neighboring school district. Schools can share staff, students or transportation.

Cooperative bidding and purchasing of supplies also help stretch dollars. This can be done between a group of schools or through the area education agency. Paper supplies, custodial supplies and capital outlay equipment are examples of things to bid cooperatively.

It takes much give and take on the part of all parties when you cooperate but it is one way to keep the local identity. It seem worth the problems.



Darrell DeBoom

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WAYS TO FATTEN UP YOUR SMALL SCHOOL BUDGET
CAL Community Voluntary Interaction Parent Service
Carol Lubkeman

I'd like to share with you some information about a special program we have at CAL. Our VIP program, which stands for Voluntary Interaction Parent Service, was begun 2½ years ago in an effort to expand community relations with the school and to maintain or improve the quality education at CAL in spite of rising costs and budget cuts.

Let me briefly explain our volunteer program. We presently have 15 volunteers, some are parents, some grandparents, housewives and professional persons, clerical persons, senior citizens, all sincere, dedicated and willing, each with her own personal skills and talents. Each volunteer gives the school an average of 3 - 4 hours of her time each week, some working as many as 8 - 10 hours a week.

The duties vary greatly - typing, arranging bulletin boards, physical education helpers, tutoring on a one to one basis or small groups, listening to students read, helping button buttons and zip zippers - anything that can be done to add a special touch to a child's day. But I feel the most important thing that comes from a volunteer is simply her caring--caring about the future of CAL, about the satisfaction she gets in return for her volunteering, and mostly the special caring she has for each child she helps. And the feeling a child must have when he or she realizes that a volunteer is there because she wants to be there, because she cares, certainly helps that child feel good about himself.

You're probably wondering how all this fits into fattening a school budget. If you figure 15 volunteers, working 45 - 60 hours a week, paying most the minimum wage and some a professional, higher salary, a savings of $7,500 - $10,000 annually could occur. This is equivalent to hiring 2 teacher aides. Our budget does not allow for us to hire 2 more aides. So instead of hiring 2 aides, we have the services of 15 concerned persons with a wide variety of talents and skills, at no cost to the school, without sacrificing the quality of our education.

Now I'd like to tell you about some more volunteers at CAL in addition to the people in the VIP program. We have people who help with athletic events after school, room mothers for 7 grades, chaperones for field trips, board members to organize and run an adult education program, extra work mothers do at home for some teachers, American Legion members who park cars at athletic events, our deputy sheriff who attends many activities when he's not officially on duty, and many more. We have a pre-kindergarten for 3 and 4 year olds that could not exist if it weren't for parents willing to transport the children to and from school in car pools. And the pre-kindergarten has a 6 member parent advisory board which spends many hours aiding the program. All of these persons give willingly of their time, to say nothing about the cost of the gas they use for driving.

The future of the CAL VIPS looks very exciting. We're hoping to involve more senior citizens in our projects. And we've given some thought to possibly aiding high school students who have poor reading skills. There are many persons in our community who could bring a special project to one or two classes, such as a rock collector or someone who does quilting. This would eliminate the transportation costs caused by taking field trips. And one program we've just begun this semester is for gifted and talented students in the second and third grades.

None of this could be possible without a community willing to become involved, or an administration and staff who favor the help available. And at CAL we have both. It's a good program. It's working at CAL. Maybe it could work for you and your community.

Carol Lubkeman

CLINIC B

COMMUNITY INVOLVEMENT STRATEGIES
Susan Sayers

Many school personnel already practice effective community involvement. The phrase "citizen involvement" is frequently used to refer to a variety of activities with a wide range of influence for citizens. In the experience of staff working in the Rural Education Program of the Northwest Regional Educational Laboratory, (710 S.W. 2nd, Portland, Oregon 97204, 503-248-6838) we have found that there are many different kinds of activities classified as "community involvement" and that there is a wide range of power and influence ascribed to citizens depending on the activities.

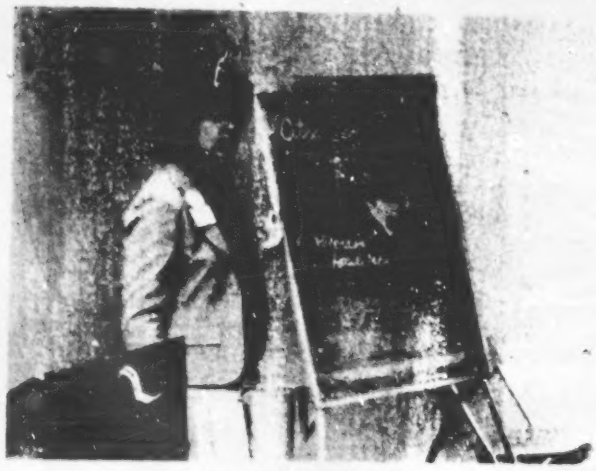
There are two main points to this presentation. The first one is that there are many strategies for gaining community involvement in the school. Activities range from issuing golden age cards to senior citizens for reduced admission fees to school affairs to formally established Citizen Advisory Groups that make recommendations on school policy.

The second main point is that the amount of power and influence given to citizens varies with the kind of activities. Many times citizens are satisfied to be kept informed and occasionally asked for their ideas. When things are going well, citizens are comfortable about having low influence. When things are not going well, however, citizens are likely to make demands to have greater influence in the decision making process about school curriculum, activities, facilities, staffing and so on.

The chart below is a simplified version of the "Ladder of Citizen Involvement" developed by Sherry Arnstein.[1] It is intended to help the reader analyze the level of influence of community involvement strategies used in his/her school.

The first column identifies four levels of citizen involvement; informing, consulting, partnership, and delegated power. The second column describes communication flow. Community involvement strategies typical of that level of citizen involvement are listed in the third column. Finally, in the fourth column, the amount of influence available to the citizens and to school personnel is explored.

[1]Arnstein, Sherry R. "A Ladder of Citizen Participation", AMERICAN INSTITUTE OF PLANNERS'S JOURNAL, July, 1969



Susan Sayers

Dr. Roger Baskerville

Level of Citizen Involvement	Information Flow	Typical Community Involvement Strategies	Levels of Influence
Informing	One-way Communication from the school to the community	Letters Use of radio, TV, "School News" columns in local newspaper School publication Speaker's Bureau	Citizens - low School Personnel - high Citizens are only recipients of the information. School personnel control what information is or is not shared and the format.
Consulting	One-way communication from the citizens to the school	Attitude surveys Needs Assessment	Citizens - low to moderate School Personnel - high School personnel control the focus on the data collection. Citizens have the opportunity to express their opinion but the amount of influence of that depends on the response from the school.
Partnership	Two-way communication	Parent-teacher conferences "Open door" policy of principal Cafeteria lunches for key communicators Open House School Forums	Citizens - moderate to high School personnel - moderate to high Two-way communication gives the opportunity to discuss different points of view. The level of citizen influence depends on the level of trust and the willingness to speak out about issues and concerns. It also depends on the responsiveness of the school personnel to problems and ideas presented.
Delegated Power	Two-way communication	Ad hoc advisory groups Long-term problem solving and school-community planning groups	Citizens - moderate to high School personnel - moderate to high School-community groups generally gather data to use as a basis for making decisions. The level of influence depends on the responsiveness of the school personnel, the credibility of the school community group.

In conclusion, there are many strategies available to school personnel for involving the public in school affairs. The amount of power and influence that is shared by various strategies for involvement will vary among the wide range of possible options. Generally, activities that involve two-way communication will be more likely to insure positive school community relations.

CLINIC C

"PROGRAM SHARING: A VIABLE SOLUTION FOR SMALL SCHOOLS"

Laverne H. Hueholt

Enrollment declines and tight budgets cripple many schools, but Bayard and Yale-Jamaica-Bagley Community School Districts reversed the situation to expand programs, make a more efficient use of faculty, and ward off reorganization. Rather than cutting programs and waiting for the legislature to appropriate more money, we share students, teachers and facilities.

Anticipated money problems perpetuated by declining enrollment is the overriding factor that provided the impetus for this endeavor.

By reviewing our teacher usage, we found a number of classes with enrollments of 10 students or less in both school districts. Based on the premise that one class of 15 is as good or better than two classes of 10 and 5, we started in the 1976-77 school year with two experimental classes, one in each district. This experience indicated a justification for more extensive usage and in 1977-78, the present plan of sending 10, 11 and 12 grades from Bayard to YJB High School for morning elective courses and YJB ninth grade to Bayard for basic courses was instituted. Students return to their respective schools for afternoon classes. Flexibility in scheduling caused a further refinement for the 1978-79 school year. This amounted to setting two 90 minute blocks in the morning thus increasing the number of electives a student could take by one.

This combining students in the advanced elective courses has eliminated 16 sections of small class thus freeing approximately $35,000 per district to be used for improvement of curriculum and replacement of lost money caused by declining enrollment. Bayard students now have 55 Carnegie units available to them as compared with 38 prior to the institution of this program.

A program of this nature allows for economic benefits derived from reorganization without anyone losing "Their School."

As with any new program the major stumbling block is public opinion. A program of this type bears many of the same stigmas as are related to reorganization. Questions of which facility will be used for what, who will be transported and for how long and the additional question of, is this a step toward reorganization? To answer these questions we provided newspaper articles and public meetings in an effort to answer questions and outline the program effects.

Additional effort is needed from Administrators and the teaching staff, as calendars, schedules and teaching practices must be coordinated.

Student friendships have developed across district lines thus causing very few problems. In fact, student disciplinary actions have not increased during this period of time.

Supt. Dale Sorensen

Supt. Laverne H. Hueholt

SHARING PROGRAMS AND PERSONNEL: IT'S WORKING IN TWO RURAL IOWA SCHOOLS

H. Gary Keplinger, Ph. D.

The following is not necessarily the presentation I gave at the PURE Annual Convention. It is however, a synopsis of what I believe to be the major problems, concerns and challenges that we faced in initiating a sharing between the Rolfe Community School District and the Havelock-Plover Community School District.

In the way of a little background information, Havelock-Plover is located in Pocahontas County in Area Education Agency Five. There are approximately 225 students (K-12) in two buildings. The Havelock-Plover Board responded to a community request to "keep our school" and "make it one we can be proud of" by deciding to try and channel monies spent for administration to instructional uses. To do this the board met with neighboring schools in hopes of reaching an agreement to share superintendents. Rolfe ended up being that district.

Rolfe, with 340 studentd (K-12), is located ten miles east of Havelock. The Rolfe School had a number of good, positive things happening--Educational Fairs, community newsletters, Architects and Artists-in-the-Schools programs, wall graphics by students, a $24,000 federal grant to implement health programs, etc. In reaching the agreement to share the superintendency the Havelock-Plover Board also wanted to be able to offer their students some of these same type of opportunities. Consequently, I was directed to investigate other sharing possibilities.

Our initial plans were delayed because of the large number of positions we had to fill at Havelock-Plover. These included a principal, board secretary, school secretary, custodians at both buildings and one-third of the teaching staff. The high school principal at Rolfe is also new to the system this year.

Because the facilities were better at Rolfe and because Rolfe offered more special classes all the sharing of programs to date has been one way. This semester fifteen students from Havelock High School travel to Rolfe over various periods to take Vocation Agriculture courses, art courses, Spanish and/or Media Now. This is an increase of two from the previous semester. The students are transported in a van leased by Havelock-Plover. One hundred dollars per student per course is charged the Havelock-Plover district to help offset costs to the Rolfe district. This will be the same fee if Rolfe students go to Havelock.

Things that have helped the project operate successfully have been:

1) Tremendous cooperation by the principals in setting up the schedule and keeping each other informed.
2) A Vocational Agriculture teacher that has gotten the Havelock students involved as FFA members--a Havelock girl is one of the "Sweetheart" candidates for the annual Sweetheart Dance.
3) Strong leadership by the principals--willing to act in my absence.
4) A positive attitude by all the faculty in making this go.
5) Joint inservice meetings with the faculties of both districts.
6) A humanistic approach to education in both districts--Sharing is one of the basics in a humanistic environment. If you don't want a humanistic school then forget sharing.
7) Willingness by the Boards of both districts to give up the [illegible] of having a full-time superintendent.
8) Boards that are concerned about the students and are ded[illegible] giving them the best education possible.
9) Tremendous support by the communities.
10) A super group of students in both districts.

The financial picture is as follows: The joint cost for superintendent is approximately $32,000 (includes fringe benefits). Shared equally this results in a cost of $16,000 per dis[illegible]t. Both districts would have been spending around $24,000, so there is a savings of $8000. For Rolfe this is just that--no new [illegible]ograms have been added. The money is available for special instructional purposes.

At Havelock-Plover a van is leased for $200 per month and a driver is hired for approximately $20 per day for a cost of $6000. Another $1500 is paid for tuition for the 15 students going to Rolfe. With the gasoline cost the savings has been spent or at least will have been spent. However, for that $8000 the Havelock students increased their curriculum choices by over a dozen courses and by just considering the courses being taken by the Havelock students the district has added the service of four teachers (Vocational Agriculture, Art, Spanish, and Media Now).

When first entering into this agreement the Boards did schedule a joint meeting for after the first semester to evaluate the sharing and decide on whether or not to continue. We had this meeting and do plan to continue as well as look for ways to expand the sharing.

Sharing was originated to improve opportunities for the kids. It is doing just that. Sharing is Caring.

CLINIC D

HOW TO PASS A BOND ISSUE IN A SMALL SCHOOL
W. T. Kearney

There is one basic truth that must be considered when thinking about the best way or procedure to use to pass a school bond issue. That truth is that every situation is different and hence it is very difficult if not impossible to set up steps for all to use and expect in any degree, the same amount of success.

Alden passed an $850,000 bond issue for an addition and an enrichment tax that went the limit for an additional $76,000 plus tax bill. In retrospect I feel the following things had a great deal to do with the passage of these two propositions.

I. Keep the community informed. Establish a need. Use every means possible to make the community aware of its school and above all, make them feel it is its school. Newsletters, appearances in front of civic groups, talking to individuals and a well informed staff from the non-professional to the professional will spread the word. There must be a real need.

II. Get the community involved. Through adult classes our community could see that our facilities were very inadequate in the areas of Vocational Education. Adult classes were astounded that their children had to work with the antiquated equipment in the shop and the lack of room in Home Economics even though this information had been given to them through the monthly newsletter for sometime before, I would say that even though the public knew it, it did not "sink in" until people actually had an experience with it.

III. Be absolutely honest with the public. Don't be afraid to admit if you have failed to accomplish what you set out to do. People like to feel they have a human being at the head of their investment. This does not mean that you should expect them to accept incompetancy, however. Don't make promises you cannot keep.

IV. Don't rush things too fast - No pressure. Give the public time to discuss your needs and let those people come up with ideas. Keep feeding facts for them to discuss. Don't pressure or argue.

V. Involve the school staff. The school staff should be in on everything from beginning to end. No school that has had a successful election has made it without support from the school staff.

VII. Be sure the Board is on record to support it. This is most important for obvious reasons.

Set your time table so that the final push comes at election time, preferably the week just prior. Be sure people have a way to get to the polls. Never let up until the polls close.

Briefly here is the way it went at Alden.

1. The people saw the need.
2. The Superintendent tried to keep them informed that the district was in financial trouble.
3. Two full time teachers were cut to half-time.
4. A public meeting was called for by the citizens.
5. After a three hour meeting, the public, by a show of hands asked for a chance to vote on an addition and an enrichment tax.
6. Although ten signatures were required to petition for the election, two hundred fifty six signatures were on the petition.
7. The lions Club, Fire Department, Senior Citizens, Card Clubs, P.T.O., and Church groups gave us their support.
8. Workers contacted as many voters as they could, first giving information. Workers did not press nor argue.
9. Results - Bond Election passed by 71 + % and Enrichment Tax passed by 77 + %.

W. T. Kearney

Louis D. Doty

SCHOOL BOND ISSUES AND SPECIAL ELECTIONS
Louis D. Doty

I have been a superintendent of schools only 5 years and all of them in Stratford, Iowa.

I have put two special questions to the voters in September of 1974 having only been in Stratford from July 1st.

We put the 2½ mills (now called 67½¢ per $1,000) before the public. It passed by 89% - the whole 67½¢ for a period of 5 years.

If you are going to pass any bond or special questions it is absolutely necessary that you have the school board behind the question one hundred percent. It is also necessary that you have a public relations program that shows the true picture of your school and its needs.

You need to have samples of what the question will cost the taxpayer and you need to emphasize the benefits. You need to list the improvements that this issue will pay for. You will need to have public meetings such as coffees in homes, large citizen meeting, visit to senior citizens' clubs, service clubs, etc.

Don't overlook paid advertisement in the newspapers - use a large block advertisement with the question to be voted on and have each board member sign his signature in the advertisement.

The advertisement:

The _____ School Board wholeheartedly support the upcoming election on this question or proposal.
(The question or proposal)

We would encourage all citizens to go out and vote on September 10, 19__. Vote yes for a better school. If you have any questions call one of the below board members as we all support this issue and are glad to explain it.

Signature	Phone	Signature	Phone
		School Board Secretary	

The following three examples of proposals are worded as recommended by the Iowa Association of School Boards, but I recommend that you get legal assistance in drafting your own proposals.

EXAMPLES:

"Shall the following special measure be adopted?" Yes ☐ No ☐

Shall the board of directors of the _____ Community School District be authorized to cause to be levied for the budget year beginning July 1, 19__, an additional enrichment amount for the _____ Community School District budget not to exceed ten percent (10%) of the state cost per pupil multiplied by the adjusted enrollment in the district for educational research, curriculum maintenance or development of innovative programs for a period of five (5) years all as provided in Section 442.14 and 442.15 of the 1975 Code of Iowa, as amended?

The additional enrichment amount shall be raised by a combination of an enrichment property tax and a school district income surtax imposed as provided in Section 442.14 of the 1975 Code of Iowa, as amended.

Shall the following public measure be adopted?

"Shall the Board of Directors of the _____ School District, in the County of _____, State of Iowa, be authorized to levy an annual school house tax upon all of the taxable property in the school district not to exceed "sixty-seven and one half cents (67½¢) per thousand dollars of assessed value" in any one tax year for the purpose of grounds, construction of schoolhouses or buildings, the payment of debts contracted for the erection or construction of schoolhouses or buildings, not including interest on bonds, for procuring or acquisition of libraries, for opening roads to schoolhouses or buildings, for the purpose of repairing, remodeling, reconstructing, improving or expanding the schoolhouses or buildings for the school district, for the purpose of landscaping, paving, or improving the schoolhouse or building grounds, or for the rental of facilities pursuant to Chapter Twenty-eight E (28E) of the Code of Iowa, for a period of ____ years, commencing with the levy to be made for collection in the fiscal year beginning July 1, 19__"

Question

Should the school board levy 27¢ per $1,000 property tax on the assessed valuation of the _____ school district?

297.5 tax. The directors in any high school district maintaining a program kindergarten through grade twelve may, by March 15th of each year certify an amount not exceeding twenty-seven cents per thousand dollars of assessed value to the board of supervisors, who shall levy the amount as certified, and the tax so levied shall be placed in the school house fund and used only for the purchase and improvement of sites in and for said school district as specified by the directors.

For the purpose of this section, "improvement of sites" includes: grading, landscaping, seeding and planting of shrubs and trees; constructing new sidewalks, roadways, retaining walls, sewers and storm drains, and installing hydrants; original surfacing and soil treatment of athletic fields and tennis courts; furnishing and installing for the first time, flagpoles, gateways, fences and underground storage tanks which are not part of building service systems; demolition work, and special assessments against the school district for capital improvements such as streets, curbs and drains.

CLINIC E
BUILDING FOR THE FUTURE IN SPARSELY POPULATED AREAS
T. R. Craigmile, Jr.

Cedar Valley Community Schools are located in the Eastern part of Calhoun County with about 12 sections of land located on the West border of Webster County. The district has about 92 square miles within its boundary. There are three small towns: Somers, Rinard, and Farnhamville. Originally these three towns were independent school districts. When the district was founded on July 1, 1955, there were schools established in all three towns. During the present school year, we are operating a K-4-4-4 system with K-4 located at Farnhamville, 5-8 at Rinard and 9-12 at Somers.

One of the results of a needs assessment taken in 1974 was to keep Cedar Valley as a school district and not to reorganize. After touring our own buildings during 1975 and early 1976, the Board also toured around the state and looked at new or recently built facilities. Early in 1976, the Board requested an on-site visitation by the Department of Public Instruction's consultants on buildings. Dr. Leonard L. Gustafson and Mr. C. Milton Wilson made this inspection on May 12, 1976 and reported to the Board on June 1, 1976. Taking these findings, the Board had a public meeting on October 26, 1976 and asked the people at this meeting what course the Board should take. A short questionnaire was presented to the public at this meeting with a choice being given; to remodel, to build, or to reorganize with some other district. An overwhelming number of people at this meeting suggested that the Board undertake some type of building program.

Still not completely satisfied as to what course of action should be taken, the Board called upon Dr. Walter E. Hart from Iowa State University to also make an inspection. This was done in January of 1977. Dr. Hart's recommendation was stated well in his conclusion:

"Surely, the patrons of the Cedar Valley Community School District do not wish their children to be housed for daily six-hour sessions in the undesirable surroundings of improperly heated, non-ventilated, noisy, drab, and antiseptic-like buildings. Rather, I'm sure they would prefer that the young people of the community receive their education in a wholesome, pleasant, and stimulating environment. To this extent then, it is recommended that the Cedar Valley Community school officials proceed with all possible speed and vigor, to seek the support of the community for the construction of new educational facilities."

The Board then interviewed and hired architects and financial consultants. The firm of Foss, Engelstad and Heil of Sioux City with Mr. Kenneth Wictor as head architect was employed to do preliminary drawings and Shaw, McDermott and Co. of Des Moines, with Mr. Mike Sparks as their representative was hired to do preliminary financial planning. Both firms remain as advisors through the building process. A site was chosen equidistant as near as possible from the three towns.

Another public meeting was called on April 25, 1977. The people at this meeting were presented with initial drawings, cost analysis figures, enrollment projections, with reorganization still listed as a possible alternative. At this meeting, I presented the following thoughts:

1. Our present elementary classrooms, shop, science, art, music, and media centers are inadequate.
2. A new site will provide room for growth, if necessary.
3. To go somewhere else may cost ultimately as much as the proposal.
4. A new building may attract better teachers for our youth.
5. A new building may attract more people to our area.
6. Our present school sites can be used for building lots for new homes. (There was and is a shortage of lots in all three communities.)
7. There will be some economy in the new building: ENERGY, transportation, staffing and equipment.
8. The presence of a building of this nature may insure attendance in the district in the future, if reorganization does somewhere down the line become a reality.

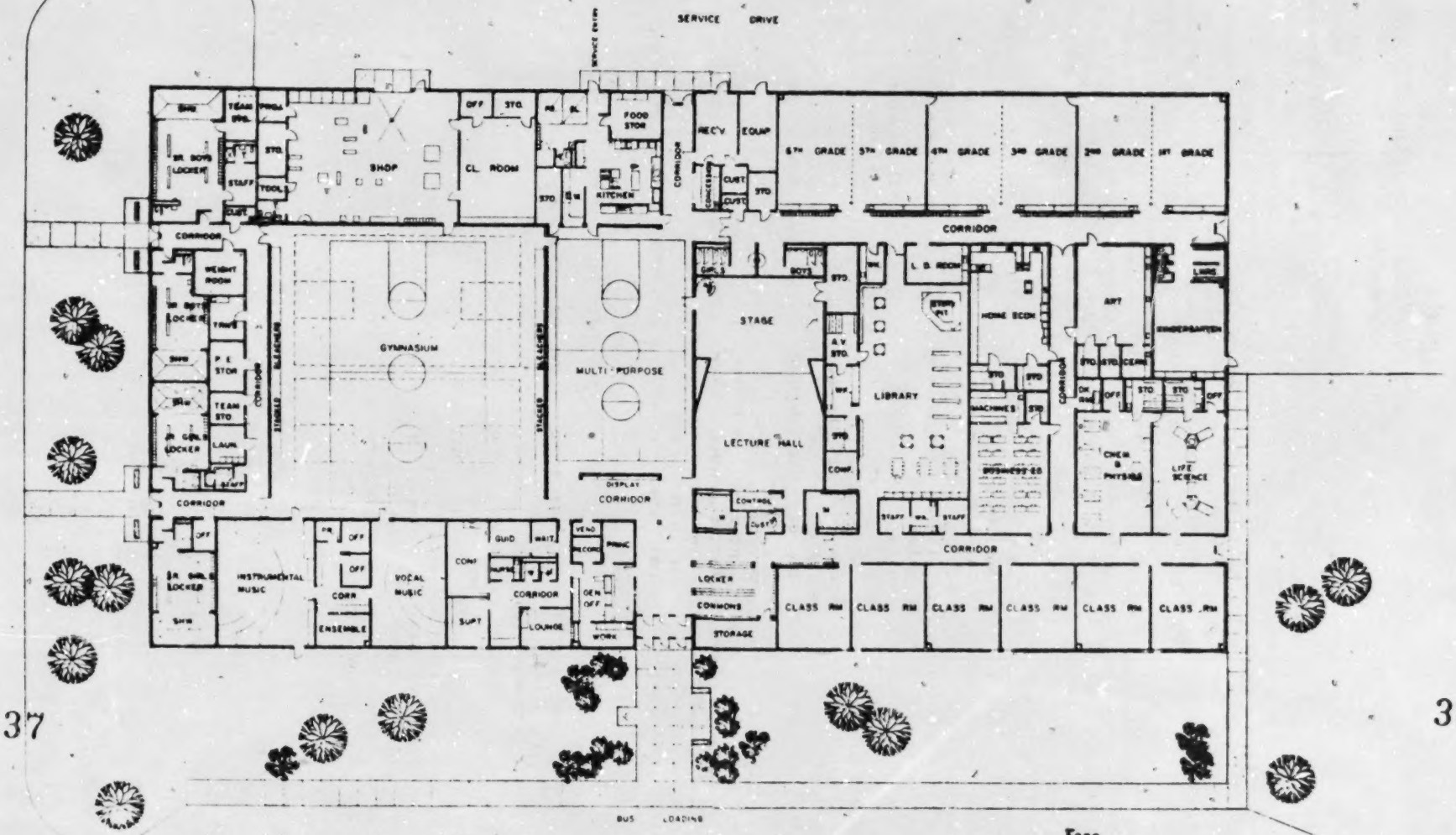
At this meeting, petitions were handed out to those in attendance and more than enough signers were received that evening to put the bond issue to a vote of the people.

A committee to help pass the bond issue was organized from those that signed the petition. Voter registration lists were obtained and every voter and potential voter was contacted. Voter registration cards were made available to those persons wanting them. On May 24th, 1977, the voters passed a $2,195,000 bond issue. We plan to move into a new facility in August of 1979. Hopefully many of the things that I told the people at the public meeting in April of 1977 will come to pass.

Next year, we hope to cut back on transportation and eliminate duplication of many types of equipment. Energy costs should be cut back. Staff will be reduced in several areas and we will have more effective use of the staff that remains. This can all be done without reducing program. In fact, we hope to expand the program in some areas. We at Cedar Valley are proud of our new facilities and we certainly hope that our new facilities will enhance the education of the young people of the Cedar Valley District for years to come.

T. R. Craigmile

Norm Long



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K THRU 12 FACILITIES
CEDAR VALLEY COMMUNITY SCHOOL DISTRICT
SOMERS, IOWA

Foss Engelstad Heil
ARCHITECTS

"BUILDING FOR THE FUTURE IN SPARSELY POPULATED AREAS"
Norm Long

Blakesburg Community School is made up of parts of three counties with the major portion of our district being Wapello County and a small part of Davis County and a small part of Monroe County. The district has one small town located near the center, the town of Blakesburg, which has a population of approximately 500. It is primarily a farming community with the small town of Blakesburg being a housing area for people who work either in Ottumwa or Albia. Our school system is located within the city limits of the town of Blakesburg which at present is made up of three buildings. The newest building being around 15 years old which houses K through the 7th grade. The new building also houses the hot lunch program for the entire school system. This building is located on about a 15 acre site. We do have one relocatable building which has two classrooms, one for Special Education and one for Learning Disabilities.

Our high school is located five blocks Northeast of our new building. Our high school is probably one of the only multiple story, all wood structures still being used in Iowa as a high school building that we know of at the present time. The gym is located on the same building site and it was constructed by WPA labor and PWA labor in the early Thirties. There was an addition built onto this which is a block construction type building and that was built onto the gym in the late Forties or early Fifties. As you can probably see by the information we have given you that Blakesburg was in dire need of a new educational building to house their high school students.

Already having a bonded indebtedness for their elementary building, the people of the school district decided that it was about time to replace some of the old school facilities. So at one of the regular school board meetings, the board was presented with a petition from the patrons of the district with 152 signatures asking the board to hold a school bond election, which was done on December 6, 1977. The bond election was to build a new building to house the children from grades 8 through 12. It was assumed that the bond would be repaid over a 20 year period with the average cost of $3.55 for a $1,000 evaluation. Since the school district already had an outstanding indebtedness on their elementary building, the total of the new bond issue could only be for $585,000. If the bond issue passed, the $585,000 would only build classroom space for high school students.

There were 335 people that voted in the election. 279 yes, 49 no, and 7 spoiled ballots which gave the school district an 83 plus percentage.

After the board received the petition, the board invited two architectural firms to be present at an open meeting so the board might select which of the two to represent the school. Steffen, Stoltz and Nelson of Ottumwa was selected. Plans were drawn and due to the fact that three superintendents were involved from the time this was first started until its present status, many changes were made in those original drawings.

Mr. Mike Sparks, who represents Shaw McDermott Bonding Co., was our bonding and financial advisor and through his efforts, the bonds were sold on January 24, 1978. The interest rate was 5,05633 and extends for 18 calendar years. Everything seemed to be going well at this time until our custodians attended a custodial school this past summer and in visiting with the State Fire Marshall, we found out we were in trouble.

Sometime before my tenure here at Blakesburg, the Fire Marshall had visited with the superintendent and was led to believe the new school would include gym facilities. When he found out otherwise, we were informed in no uncertain terms that our present gym facilities were totally inadequate and unsafe for large crowds. We were also informed that if the new building program did not include gym facilities, we would definitely be in trouble for the following year, as he had only given temporary approval to use the present facilities for the school year 1978-79, unless we did some extensive repair and improved upon the safety of the building. After the architect and engineer made a study, it looked like it was going to be prohibitive to update our facility for future use. An emergency meeting was held by the Board of Education and it was decided to change our plans immediately. The superintendent took it upon himself to begin searching for other types of buildings which we might be able to use to meet our total needs within the range of our financial obligation.

After our emergency meeting, we began looking around for solutions to the dilemma we were now in. Since we had already taken bids for our conventional type building and found that even the building that had been planned would not be in our reach financially as the lowest bids were still more than we had to build with, we talked to our architect and the low bidders on the project to see how long they would hold their bids at the price they bid. The architect started to revamp the plans of the conventional style building to see if they could bring the price within the final limits but now due to the fact that we had to have a gym, it seemed impossible to build at all.

I did begin to visit with firms that had built metal type buildings in Ottumwa, which there has been several new ones built recently. I talked to several firms in Des Moines which has built all metal type buildings. It seemed that they were well satisfied with both the usability and cost of their new facility.

Our board met in special session one more time and we talked until the early hours of the morning about maybe building an all metal type building, and I was instructed to proceed further with this idea.

I called or contacted nearly all the firms or construction companies which were building or handling this type of building. Some companies were very hesitant to even undertake the type of program which we really needed. Since our time was very limited, yet we felt that we did not want to loose the bids on the conventional type building, we asked the contractors of the steel buildings to bid using the blueprints from the conventional type building, asking them to bid a building that would house the classrooms that had previously been drawn. We gave them the dimensions of the gym that we would like to have included and asked them to contact us if they needed any additional information. We gave a deadline for bidding and asked for a bid bond the same as we did our conventional type building. We had two firms show up for the bidding. One did not post a bond so consequently, we did not talk to them. Grooms Brothers of Ottumwa had worked very closely with us in helping draw up plans and trying to complete all the details that needed to be done before the bidding. Due to the short period of time between notification of bids and the time we accepted bids, it almost made it impossible for several companies to bid. We checked with our lawyer, bonding company, State Department, State Fire Marshall's office and anyone else who might have had a part in helping to plan our building to see if there was any reason why we could not accept Grooms' bid.

Since Grooms Construction Firm did not have on their staff a certified architect, we went back to Steffen, Stoltz, and Nelson to see if they could help us in drawing the inside class rooms, electrical, plumbing and all the things that had to be included in this building. Since they had originally been a part of the building program, they agreed to help us for an additional fee of around $9,000.

Our groundbreaking ceremony was held October 10, 1978. Within a few days, Grooms had a crew on the site pouring concrete forms, footings, floors, the plumbing and electrical work was done that had to be done in the floor and during all of this bad weather, they have had three men working in putting up the steel frames, and most of the outer walls and that is where we are at the present time.

CLINIC F
THE AEA ROLE IN SCHOOL REORGANIZATION
M. Russell Mahaffey, Ph. D.

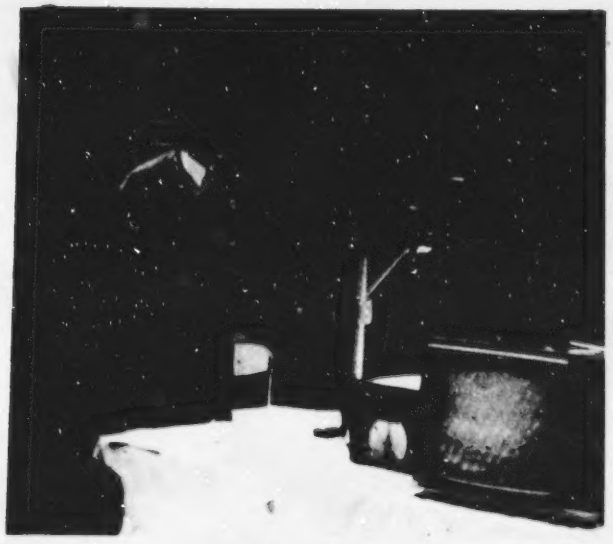
The AEA's were created to be a service organization to the school districts that we serve. We see our responsibilities as assistance to schools in a variety of areas. Some of these areas include the following: 1) improvement of curriculum, 2) providing shared services, and 3) provide inservice training for faculty in a variety of curriculum areas using the expertise of our consultants and outside resource people.

Special Education constitutes approximately three-fourths of the budget and personnel. They provide services to the school in a variety of areas including testing, support and resource rooms. The Media Division provides twice a week delivery of films and books, in addition to providing a multitude of services in printing and graphic arts.

There seems to be three concepts emerging as to how House File #2359 is to be interpreted. The AEA does not want to be a regulatory agency only a service to schools. The three concepts currently in existence are as follows: 1) that the AEA should actually draw lines to reorganize the local school districts, 2) that the AEA work out a set of guidelines or criteria in which we can reevaluate reorganization petitions which come before each AEA, 3) that the AEA develop a series of resource sharing programs, which effectively postpone reorganization by preserving the programs of the local districts. One interpretation of House File #2359 is that the law does not give the DPI the authority to approve or disapprove any plan, so that their role in this appears to be merely that of consultation. However, according to House File #2359 any reorganization petition brought to the area boards must conform to the area's plan of reorganization as filed with the DPI or further studies must be made before it can be implemented.

In Area 5 our procedure has been to secure input from the local districts by series of meetings with superintendents. In our preliminary meetings with superintendents it was the opinion that we should submit a plan showing the present 46 (45 after July 1) school districts. Our next steps in AEA 5 will be to follow guidelines by the Ad Hoc Committee appointed by Dr. Benton and to gather information and to conduct the surveys as required by law.

In conclusion, it is not the intent of the AEA to promote or encourage reorganization. On the other hand, the AEA is willing to help schools which desire such assistance.



David Boelman

Russ Mahaffey

CLINIC H

TEACHER EDUCATION TRAINING FOR RURAL COLORADO
Lonnie Wood

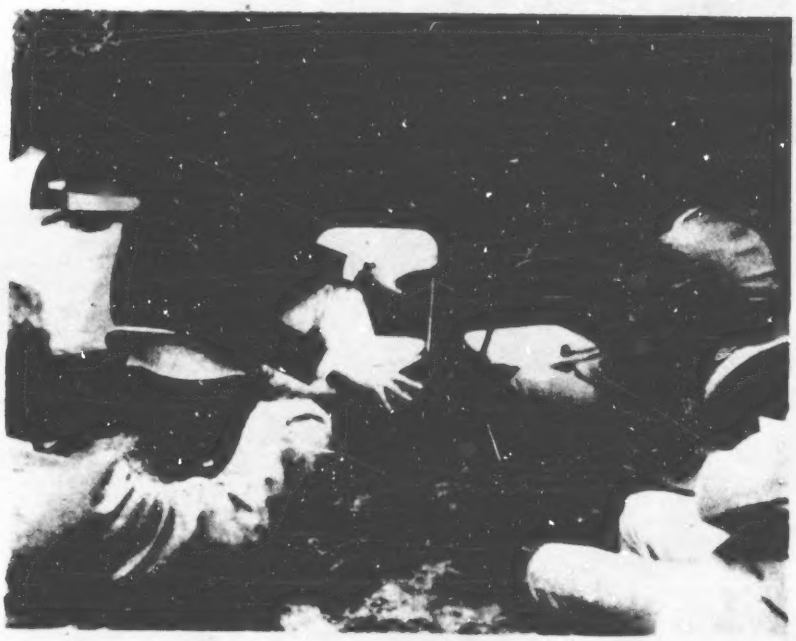
Several years ago, the Department of Education at Colorado State University committed itself to the preparation of teachers for rural communities as part of its land-grant university mission. As a result of this decision, several programatic changes were made. Resource assistance was provided by a Title V Rural Development Project.

I would like to identify some of the things we have done in the last three years and share some of what we have learned.

The Colorado State University program certifies about 200 secondary teachers per year. The majority of our education students come from Colorado's metropolitan front range or from out of state. Several years ago we recognized the dichotomy that our students had large school backgrounds, but many job opportunities in teaching were available in small, rural communities in Colorado and neighboring states. We found that many of our teacher education graduates would not consider a rural teaching position because of the lack of understanding of rural life, or because of negative perceptions from media, print, or personal interaction.

The Rural Teaching Program was designed to improve the understanding of living and teaching in a rural community. After completing adequate methods courses, and just prior to a regular student teaching experience, student teachers were assigned to live and teach in a rural community for one week. The student teachers lived with families in the community or nearby farms and took over classes for a teacher in the school. During the week, the student teachers had an opportunity to get involved with school and community activities and develop better understanding and appreciation of rural life.

We have had positive results from the program which has involved approzimately 300 student teachers in four years. Surveys have shown a positive change in students' attitudes toward rural life. Many of the student teachers actively seek rural employment as a result of the week's experience. We have also observed improved relationships between University personnel and rural school educators as a result of improved understanding.



Lonnie Wood

CLINIC I

VOLUNTEER WORKSHOP

This double session clinic was designed to give workshop participants practical suggestions on how to become effective volunteers in their local communities. Representatives from Goldfield and West Bend shared their experiences, goals, and objectives of their local PURE chapters. The workshop was of special interest to people who wanted to start a local PURE chapter or simply wanted to get more involved in their school and community through voluntary action.

Joel Weinstein
Robert Banwart, West Bend

Supt. Al Huisman, Goldfield
Kay Banwart, West Bend
Wanda Skogerboe
Jan Jess

CLINIC J

TREMPEALEAU COUNTY
Kellogg Project

PURPOSE

The basic objective of this project is to plan, develop, and implement a county-wide, multi-service, broadband communications system to enhance the quality of rural life.

On September 30, 1976, the Board of Directors of the W. K. Kellogg Foundation, Battle Creek, Michigan, approved a four-year, $510,170 grant to the University of Wisconsin - Stout to supplement the project developments.

The grant will be used to develop community programming and educational closed-circuit television, as well as providing professional assistance and supportive services towards the development of the county-wide system.

In-service training for utilizing the communications system will be one of the areas that will be emphasized. The concept presents the challenge of establishing an effective and responsive telecommunication system.

The Trempealeau County project has been highlighted as a unique effort in a study conducted by the U. S. Congress, Office of Technology Assessment, on "The Feasibility and Value of Broadband Communications in Rural Areas."

This report noted this project as an attempt to provide broadband telecommunication service by following the tradition of providing electricity and telephone service to rural areas through the use of cooperatives.

OVERVIEW

The overall project is the result of a number of individuals and several agencies working together towards the development of this concept.

The Western Wisconsin Communications Cooperative (WWCC) and the eight school districts of Trempealeau County were the principal agencies involved in initiating this program.

The West Central Wisconsin Consortium (WCWC) became involved to assist in the programmatic and technical developments for the project.

WWCC is a county-wide, cooperative, currently consisting of approximately 1,300 members, who have committed themselves toward the achievement of this project.

The cooperative has a long-term loan ($1,238,000 over a 15-year period) from the Farmer's Home Administration under the Rural Development Act of 1972.

The loan will provide the resources for the actual construction of the county-wide cable system.

The eight school districts are the Local Education Agencies (LEA) who serve the educational needs (K-12) of Trempealeau County.

The districts, consisting of Arcadia, Blair, Eleva-Strum, Gale-Ettrick-Trempealeau, Independence, Osseo-Fairchild, Taylor and Whitehall, are small rural districts with the largest four year high school having approximately 500 students.

WCWC is a consortium of four University of Wisconsin campuses located primarily on the perimeter of Trempealeau County. The four universities involved include, UW-Eau Claire, UW-La Crosse, UW-River Falls, and UW-Stout.

IMPACT

The proposed system will combine cable and microwave technology for a two-way interconnect system for the total county. The project is designed to be implemented in three phases.

Phase I is primarily designed to interconnect the eight school districts located in Trempealeau County, Wisconsin, with specific emphasis on the K-12 educational system.

This will permit a sharing of resources and cooperative developments between the eight school districts by the application of the proposed system. The school system will have two-way capability for audio-video transmission between one another.

Phase I will take approximately three years to become fully operational.

Phase II is scheduled to interconnect the communities of the county, and Phase III will be extended to connect all rural residents and small crossroad villages. Phase II and III will be planned and implemented to complement and supplement Phase I and will complete the total county-wide system.

The community and rural resident phases of this project will parallel the community education concepts of effectively utilizing local resources in accordance with the needs, interests, and concerns of the residents it serves.

Initially, the system is being designed for 30 channels to be made available for local program applications.

At the present time four channels are being planned for commercial television, a channel for the Minnesota Educational Television Network, and a channel for the Wisconsin Educational Television Network, and eight channels will be used for connecting the eight school districts. The remaining 14 channels will be utilized for local communication purposes as particular needs become identified.

REPRESENTATION AT THE SECOND CONVENTION OF PEOPLE UNITED FOR RURAL EDUCATION

Elementary - Secondary Public Schools

Adair-Casey Community School, Casey
Alden Community School, Alden
Ar-We-Va Community School, Westside
BCL Community School, Conrad
Blakesburg Community School, Blakesburg
Boone Valley Community School, Renwick
Burt Community School, Burt
Cal Community School, Latimer
Cedar Valley Community School, Somers
Central Dallas Community School, Minburn
Central Lee Community School, Argyle
Corwith-Wesley Community School, Corwith
Dallas Community School, Dallas Center
Dayton Community School, Dayton
Dunkerton Community School, Dunkerton
Elk-Horn-Kimballton Com. School, Elk Horn
Essex Community School, Essex
Farragut Community School, Farragut
Fayette Community School, Fayette
Fonda Community School, Fonda
Fox Valley Community School, Milton
Galva Community School, Galva
Garnavillo Community School, Garnavillo
Garwin Community School, Garwin
Gilmore City Community, Gilmore City
Glenwood Community School, Glenwood
Glidden-Ralston Community School, Glidden
Goldfield Community School, Goldfield
Grimes Community School, Grimes
H. L. V. Community School, Victor
Hedrick Community, Hedrick
Kanawha Community School, Kanawha
Klemme Community School, Klemme
Lake City Community School, Lake City
Lamoni Community School, Lamoni
Letts Community School, Letts
Lincoln Community School, Stanwood
Lisbon Community School, Lisbon
Lohrville Community School, Lohrville
Lu Verne Community School, Lu Verne
Mallard Community School, Mallard
Malvern Community School, Malvern
Mar-Mac Community School, McGregor
Melcher-Dallas Community School, Melcher
Meriden-Cleghorn Community, Cleghorn
Meservey-Thornton Community, Thornton
Morman Trail Community School, Humeston
Morning Sun Community School, Morning Sun
Northeast Hamilton Community School, Blairsburg
New Providence Community School, New Providence
Nishna Valley Community School, Hastings
Nora Springs-Rock Falls Community, Nora Springs
Norway Community School, Norwalk
Northwest Webster Community School, Barnum
North Winneshiek Community School, Decorah
Ocheyedan Community School, Ocheyedan
Orient-Macksburg Community, Macksburg
Prairie City Community School, Prairie City
Primghar Community School, Primghar
Rolfe Community School, Rolfe
Russell Community School, Russell
Schleswig Community School, Schleswig
Sheffield-Chapin Community, Sheffield
Steamboat Rock Community, Steamboat Rock
Stratford Community School, Stratford
Terril Community School, Terril
Titonka Community School, Titonka
Tripoli Community School, Tripoli
Twin Cedars Community School, Bussey
Urbana Community School, Urbana
Valley Community School, Elgin
Ventura Community School, Ventura
Wellsburg Community School, Wellsburg
West Bend Community School, West Bend
West Branch Community School, West Branch
West Central Community School, Maynard
Wilton Community School, Wilton
Y. J. B. Community School, Bagley

REGIONAL EDUCATION SERVICE AGENCIES

IOWA
Northern Trails A.E.A. II, Clear Lake
Arrowhead A.E.A. V, Fort Dodge
Grant Wood A.E.A. X, Cedar Rapids
Area Education Agency XI, Ankeny
Area Education Agency XII, Sioux City
Area Education Agency XIII, Council Bluffs
Area Education Agency XV, Ottumwa
MINNESOTA
West Central Educational Cooperative Service Unit, Marshall
OREGON
Northwest Regional Laboratory, Portland

Iowa Great Lakes, Inc. Voluntary Action Center, Spirit Lake

COMMUNITY COLLEGES

Iowa Valley Community College, Marshalltown
North Iowa Area Community College, Mason City
Eastern Iowa Community College, Davenport

COLLEGES AND UNIVERSITIES

IOWA
Graceland College, Lamoni
Iowa State University, Ames
University of Iowa, Iowa City
University of Northern Iowa, Cedar Falls
COLORADO
Colorado State University, Fort Collins
ILLINOIS
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MINNESOTA
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St. Cloud State University, St. Cloud
NEW MEXICO
Eric-Cress, New Mexico State University, Las Cruces
SOUTH DAKOTA
University of South Dakota, Vermillion
WISCONSIN
University of Wisconsin-Stout, Menomonie

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STATE EDUCATION AGENCIES
IOWA
State Department of Public Instruction, Des Moines
NEBRASKA
State Department, Waverly
NEW YORK
New York State Dept. of Education, Schenectady
NATIONAL AGENCIES
U. S. Dept. of Education
Kansas City, Missouri
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Osseo, Wisconsin (Teacher)
Welcome High School
Welcome, Minnesota (Board Member)

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IN APPRECIATION

To all the Conference Volunteers who made the program successful,

THANK YOU!!

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HIGH SCHOOL ENTERTAINMENT
CAL Community High School Jazz Band
Dave Rich, Director
Malvern Community High School Swing Choir
Tracy Ryan, Director
Piano solo, Merservey-Thornton 8th Grader
Mike Fischer
Burt Community School Jazz Band & Swing Choir
Paul Espe & Kitty Bierstedt, Directors
Rolfe Community High School Swing Choir
Janet Baum, Director
Lohrville Community High School Jazz Band & Swing Choir
Alan E. Mattison & Lilybell Gray, Directors

VIDEO TAPES OF 1978 CONVERENCE
Technician: Ed Kinney

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ACKNOWLEDGEMENTS

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